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SPECIAL REPORT

ON

THE SYSTEM OF EDUCATION

IN

SOUTH AUSTRALIA.

(Sectional Reprint from Vol. V. of "Special Reports on Educational Subjects.")



LONDON:

PRINTED FOR HIS MAJESTY'S STATIONERY OFFICE,
BY WYMAN AND SONS, LIMITED, FETTER LANE, E.C.

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INTRODUCTORY NOTE.

The following Report is reprinted from Vol. V. of "Special Reports on Educational Subjects," published in April, 1901. In response to an invitation of the Lords of Committee of Council on Education, transmitted in 1897 by the Secretary of State for the Colonies, it was prepared by Mr. C. L. Witham, Member of the Board of Inspectors of Schools, South Australia.

Before publication supplementary notes were added and more recent statistics inserted by the Special Inquiries Section of the Board of Education. It has not been found practicable to alter the paging, which has reference to the volume in which the Report originally appeared.

The contents-tables and prices of the volumes of "Special Reports on Educational Subjects," already published, will be found at the end.

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August, 1901.

THE SYSTEM OF EDUCATION IN SOUTH AUSTRALIA.

I. STATE PRIMARY EDUCATION.		
Early History - - - - -	-	469
Central Board of Education - - - - -	-	469
Act of 1875 - - - - -	-	470
Administration - - - - -	-	470
Course of Instruction - - - - -	-	471
Education, Compulsory and Free - - - - -	-	471
Board of Inspectors - - - - -	-	471
Curriculum - - - - -	-	472
Holidays - - - - -	-	473
Scholarships - - - - -	-	474
Classes of Schools - - - - -	-	474
Attendance - - - - -	-	475
Educational Authority - - - - -	-	475
Boards of Advice - - - - -	-	475
Inspection and Examination - - - - -	-	476
Teachers - - - - -	-	476
School Buildings - - - - -	-	477
Lands Dedicated for Primary Education - - - - -	-	477
School Decoration - - - - -	-	478
Superannuation Fund - - - - -	-	478
II. STATE SECONDARY AND HIGHER EDUCATION.		
Secondary Schools - - - - -	-	478
State Scholarships - - - - -	-	479
University Education - - - - -	-	479
I. STATE AGRICULTURAL AND TECHNICAL EDUCATION - - - - -	-	481
IV. PRIMARY EDUCATION BY VOLUNTARY EFFORT - - - - -	-	487
V. SECONDARY EDUCATION BY VOLUNTARY EFFORT - - - - -	-	489
VI. INSTITUTIONS FOR DEFECTIVE CHILDREN - - - - -	-	493
VII. REFORMATORY AND INDUSTRIAL SCHOOLS - - - - -	-	494
VIII. OTHER INSTITUTIONS - - - - -	-	496
SUPPLEMENTARY NOTES - - - - -	-	498

APPENDICES.

A. The Course of Instruction in State Primary Schools - - -	-	504
B. Examination of Schools and Compulsory Standard - - -	-	517
C. The Training College of the University of Adelaide - - -	-	532
D. Cost of Education in South Australia, 1898-9 - - -	-	536
4997. Wt. 5022. 500—8/01. Wy. & S.		A

THE SYSTEM OF EDUCATION IN SOUTH AUSTRALIA.

I. STATE PRIMARY EDUCATION.

By the Act of the Imperial Parliament 4 and 5 of William IV., ^{Early History.} cap. 95, that portion of the Continent of Australia bounded on the south by the Southern Ocean, on the north by the 26th parallel of South Latitude, on the east by the 141st meridian of East Longitude, and on the west by the 132nd meridian of East Longitude, was constituted a separate colony, and designated "South Australia." Exclusive of the "Northern Territory," which has since been attached to it, its area is about 300,000 square miles.

In 1836 there was not a single school of any description in the whole of this vast region; while in 1897 there were 655 State schools, public and provisional, in active operation scattered over the length and breadth of the Colony.* As illustrating the difficulties of providing educational means for the children of the settlers in a new country, it may be stated that one school is 688 miles north of the capital, another 500 miles west, and many others upwards of 300 miles south-east and north-east. During the first ten years of settlement the only means of education available were the parents of the children, private tutors and governesses, and a few small private venture schools. One of the latter instituted in the City of Adelaide was, I believe, founded on the lines laid down by the British and Foreign School Society, but it soon proved quite inadequate to the wants of a growing population. Under Ordinance (No. 11) of 1847, a grant of encouragement, on capitation lines, was paid by the Colonial Government to private venture schools. It soon became evident, however, that under the conditions these grants became State aids to sectarian teaching, and so many objections were advanced against them on these grounds that the ordinance was repealed by an Act of 1851, which came into force early in 1852.

Under this Act a Central Board of Education, consisting of seven members nominated by the Governor in Council, was created.

The duties of this Board were:—(1) To establish schools, or ^{Central Board of Education.} recognise such schools as were already in existence, in which good secular instruction, based on Christian principles, but free from sectarian difference of belief or opinion, should be im-

* In 1899 there were 677 schools.

parted. (2) To grant licences to teachers, and to pay them out of State revenues salaries ranging from £40 to £100 per annum in augmentation of the fees paid by the parents of the children. (3) To appoint inspectors, who should visit the schools and make reports on the character of the instruction given to the Central Board; and (4) To recommend the Colonial Government to give grants in aid of buildings erected by local subscriptions, up to an amount not exceeding £200 per school.

With an ever-extending area of settlement and a rapidly increasing population these arrangements failed to meet the demands made upon them, and in 1875, after much agitation and expression of public opinion throughout the Colony, a new Act was successfully carried by a large majority through both Houses of the Legislature.

Act of 1875.

By this Act of 1875 the management of the State schools of the Colony passed from the Board of Education to a Council of Education under the Presidency of an officer paid by the State. The two main principles of this Act were that for all children between the ages of seven and thirteen, living within a radius of two miles of an efficient school, education should be compulsory up to a certain standard in reading, writing, and arithmetic, and that the instruction imparted during the compulsory hours should be strictly unsectarian or secular in character. In every school four and a half hours at least were set apart every school-day for secular instruction only, but such schools might be opened in the morning for a quarter of an hour at least, before the time fixed for such secular instruction, for the purpose of reading portions of the Holy Scriptures from the authorised or Douay versions. Attendance at these readings was not compulsory. The teachers were paid partly by the children's fees, partly by fixed salaries drawn from the general revenue, and partly by a bonus on the results obtained at the annual examination of their schools, which was also drawn from the same source.

In addition to the appointment of a paid President, on the 1st of December, 1875, on the 1st of January, 1876, the inspectorial staff was augmented by the addition of three new inspectors to the two already in office.

Administra-
tion.

The Government of the day was exceedingly fortunate in securing as President of the Council John Anderson Hartley, B.A., B.Sc. (Lond.), who afterwards became Inspector-General of Schools for the Colony, a position which he filled until his death by accident in September, 1896. This new President not only possessed great depth of culture, but combined with this, in an extraordinary manner, very exceptional powers of organisation and administration, and an unbounded enthusiasm for the work he had undertaken, which, with more mature experience, placed him in the proud position of being the ablest primary educationist in the Southern Hemisphere. It is to the genius of this officer and the love of their work, which he was able to create and sustain in all his subordinates, that the colonists of South Australia are mainly indebted for their excellent State schools and school publications to-day. The gentlemen nominated as members of

the Council were all citizens of ability and repute; but the Government of the day was not slow to perceive that such an officer as they had appointed required no assistance, and would no doubt become restive under any attempted restraints; so, after an existence of about three years, a fresh Act was passed, which "superseded the Council of Education, and placed the control of the schools directly under the Minister of Education, with the late President of the Council as Inspector-General."

From that time to the present the primary school system of the Colony has shown steady and consistent progress at all points. Ably directed by the late Inspector-General, the Department has not been slow to recognise the vital principles enunciated in Pestalozzi's well-known axiom, that elementary education "should develop and perfect the inborn powers and talents of the human being—that is, the talents and powers of the mind, the heart, and the hand," and that what the Germans term "*Anschauung*," or the power of observation aided by seeing and feeling, should never be lost sight of in laying the foundations of knowledge in the child's mind.

Course of
Instruction
in State
Primary
Schools.

Always keeping this principle in view, the course of instruction, followed alike in all classes of State primary schools in South Australia, has from time to time been widened and made more logical. Indeed, guarded as it has been for over twenty years by a mind always alert and receptive, the course could not become stereotyped, and it has not infrequently been enriched in parts which have been culled from the best there was in the German, the Swiss, the French, and American primary school systems (*vide* Appendix A).

Prior to 1891 the State system of primary education was known as a secular and compulsory system, but *not* free. The Act of 1875 was, however, further amended in 1891, and as from January, 1892, this Act provided that "no fee shall be payable by any parent to the minister, or to any teacher of a public school established under the provisions of the Education Act, 1875, for the education of any child in any such school until such child shall have been educated up to the compulsory standard, and has attained the age of thirteen years." This Act further provided that in the case of children between the age of nine and thirteen years the compulsory distance should be increased from two to three miles. To satisfy the compulsory requirements of the Act each child in the Colony between the ages of seven and thirteen years, residing within the compulsory radius, must attend an efficient school for at least thirty-five days each quarter. (*See also Supplementary Notes, The Fifth Class.*)

Education—
Compulsory
and Free.

After the death of the Inspector-General of Schools in 1896, the Minister, acting on authority vested in him by the Act of 1875 and the Acts incorporated therewith, cancelled certain regulations which had reference to the duties of that officer and made the following regulation in lieu thereof:—"(a) General management: (1) There shall be a Board of three Inspectors of schools, to be called the 'Board of Inspectors,' one of whom shall be Chairman of such Board. Two members shall form a quorum

The Board
Inspectors.

at any meeting of the Board. The Board shall be responsible under the Minister for the general management of the Department and the carrying out of the regulations, and shall be substituted for the Inspector-General of Schools, and wherever in the Education Regulations the words 'Inspector-General of Schools' or 'Inspector-General' occur, the words the 'Board of Inspectors' shall be inserted therein in lieu of such words."

The above regulation sets forth the management of the Department at the present time.

The three gentlemen appointed to constitute this, the first Board of Inspectors, were the three senior inspectors, Thomas Burgan, Esq., C. L. Whitham, Esq., and Lionel W. Stanton, Esq. These three gentlemen had served under the Inspector-General from the inception of the present system in January, 1876. The last-named, having served for some years as Assistant Inspector-General, was appointed Chairman of the new Board.

The Curriculum

The course of instruction is fixed by the Board of Inspectors, subject to the approval of the Honourable Minister of Education, as in France, Germany, and Italy. A detailed course of instruction is given for all classes. But while the course laid down defines the subjects taught in much detail (*vide* Appendix A), and thus secures uniformity of work in all grades of primary schools, from a provisional school of twelve pupils to a city public school of 1,200 pupils, it is elastic enough to allow of considerable variation as to the time to be allotted to each subject, under the approval of the district inspectors, and of some modification on the part of the teachers within the limits of the general organisation thus established. Much freedom is left to teachers in the teaching of such subjects as elementary science horticulture, agriculture, and other various kinds of manual work.

Once or twice a year, the whole of the Inspectorial staff is summoned to the central office to confer with the Board of Inspectors on the course of instruction, inspections, examinations, promotions of teachers, and other matters affecting the general welfare of the schools. The course of instruction includes reading, spelling, writing, mental and slate arithmetic, English language (oral and written), geography (general and physical), English history, poetry, drawing, tonic-sol-fa singing moral lessons, manual work, drill and manual exercises, and needlework for all the girls from the first class upwards. In a few of the schools the elements of Latin, German, Algebra, and Euclid are taught. (For full course of instruction *vide* Appendix A.) As all the State primary schools work on the same course of instruction, and use the same books, a system of transfer has long been in use, by means of which a pupil may go from any State school to any other State school in the Colony, carrying all his books with him, without loss of materials, time, or classification. The transfer note furnishes the new teacher with the pupil's registered number and school history.

The reading books of the infants, juniors, first, third, and fourth classes, and all copybooks, drawing books, arithmetic

books, and poetry books necessary, are manufactured by the Department, and are sold to the children at cost price. If the parents are too poor to provide these books, a full supply is given, free of charge, to the children of such parents.

The Department also manufactures its own maps, history charts, arithmetic diagrams, etc.

Two monthly illustrated magazines, each sixteen pages, are published by the Department under the title of *Children's Hour*, for Classes III. and IV. These papers are sold to the children at one halfpenny per copy, and have superseded the old class reading books.

It will be seen from the detailed course of instruction in the Appendix A that the main principles which give tone to the whole system are :—That the child should be led by carefully graded steps, from the known into the region of the unknown; from the particular to the general; from the concrete to the abstract, and from the microcosm of the school to the macrocosm of the universe.

Particular care has been exercised in the grading of the arithmetic and drawing to make these subjects meet the demands and requirements of our Colonial life and its surroundings. Children in Class IV. (the compulsory standard class), from eleven to thirteen years of age, can not only make out their parents' accounts, measure their farm lands, fences, crops, tanks, wells, and dams of varying shapes, but they can draw to scale plans of simple farm buildings, gates, and ordinary tools.

No free dinners are provided for pupils attending State primary schools.

In several of the larger schools cookery is taught to the girls as an ordinary part of their manual instruction.

In infant schools and girls' departments musical drill is much encouraged. The art of swimming is also taught to many pupils.

There are no continuation classes in connection with the primary schools, but on leaving these schools, many of the boys enter for the evening classes of the technical schools and School of Art and Design.

There are free lending libraries connected with most of the schools.

Penny savings banks were tried some years ago, but they were not a success. In the large centres of population there are public schools, floral and industrial societies, and in these centres annual exhibitions of the children's work are held. These exhibitions are exceedingly popular, and do much to nurture a healthy spirit of emulation in both pupils and teachers.

The holidays allowed are four weeks at Christmas, one week at Easter, one week at Michaelmas, Good Friday, the Queen's Birthday, the Queen's Accession Day, the Prince of Wales' Birthday, and the Eight Hours' Labour Celebration Day, September 1st. In future a further week is to be allowed at mid-winter. One day in each year is set apart as "Arbor Day." This is not strictly a holiday, but the ordinary time-table work is suspended to permit the children and teachers to plant trees

Holidays.

on the school grounds, public reserves, and in the township and village streets.

The schools are open to the public during ordinary school hours, but no interference with the time-table work is allowed. One day a year is now set apart as "visiting day," when all the work of the children is open to the inspection of their parents and friends.

Scholarships,
etc.

The following exhibitions and bursaries are annually offered for competition:—(1) Six exhibitions tenable for three years, and of the annual value of £20 each yearly—or £40 each for those who have to reside away from home—open to pupils under fourteen years, boys and girls alike, who attend the public primary schools. The successful competitors are required to enter at some secondary college, or school approved by the Minister. (2) Six bursaries tenable for four years, and giving the right of education at the Government Advanced School for Girls, open to all girls in the public primary schools under fourteen years. For the purpose of encouraging the study and practice of agriculture in the common schools, prizes are annually offered for competition. These prizes are allotted to six different districts, and an examination is held in each district.

Classes of
Schools.

The State primary schools of South Australia are of two kinds—public schools, taught by certificated teachers, and provisional schools, taught by uncertificated teachers, who have undergone a special examination and served for a special time in an efficient school to gain a knowledge of practical work. A public school may become provisional, even with a certificated teacher in charge, if the average attendance for one year falls below twenty. A provisional school may have an average of more than twenty and yet remain provisional, if the teacher is not certificated. As a general rule, however, a primary public school is a school with an average attendance of more than twenty, and a primary provisional school is a school with an average attendance of less than twenty. The same course of instruction is followed in all schools.

Public schools are divided into twelve classes. The salary of the head teacher generally goes with the class of school to which he or she may be appointed, but there are exceptions to this rule. The salaries of male head teachers range from £110 in a class XII. school with an average attendance of twenty to thirty, to £450 per annum in a Class I. school, with an average attendance of 600 and over. There are annual increments in each class. The annual increment is £10 in each case for male teachers. The salaries of female head teachers range from £92 in Class XII. to £156 in class IX., with an average of fifty to seventy-five. In the case of female teachers the annual increment is £8 in each class. A female cannot be appointed as head teacher to a school in any class above IX. The Class I. schools are worked in three departments, but the male head teacher is responsible for the whole. In Class I. schools the boys and girls are taught separately, except in the infant department. The head mistress of the girls' department in these schools is paid a

fixed salary of £250 per annum. In all cases in the public schools where a residence is attached, a reasonable deduction is made from the teacher's salary for rent. In no case is rent charged to a provisional teacher, but only a limited number of provisional schools have residences attached. With a few exceptions all public schools are conducted in Government buildings, but the greater number of the provisional schools are conducted in rented buildings. Provisional schools are of four grades—viz., special (average attendance below twelve. The teachers of these schools are not paid a fixed salary, but a bonus of £5 per child in average attendance), and Classes I., II., and III. The salaries of the provisional teachers range from £66 to £108 per annum. The latter amount is only paid to male provisional teachers, who have been seven years in the service, and have obtained good reports for a like period. The maximum salary for a female provisional teacher is £96.

During the year 1897 there were 278 public and 377 provisional, or a total of 655 State primary schools open in the Colony. The total number of these schools open during any part of the year was 659. (*See also, for figures for 1898–99, Supplementary Notes, Schools.*)

The gross number of children under instruction in these schools was 67,152, the net number of children instructed was 61,643, and the average daily attendance was 42,193. The number on the register of the public schools was 45,803, and on the register of provisional schools 10,022, total on monthly register 55,825. (*See also, for figures for 1898–99, Supplementary Notes, Attendance Tables.*)

The quarterly average of children from five to seven years was 8,562, seven to thirteen years 42,191, and over thirteen years 6,290. (*See also, for figures for 1898–99, Supplementary Notes, Attendance Tables.*)

The cost of education per child instructed, exclusive of amount spent on buildings, except by way of rent, was:—Management and Inspection, 3s. 1½d.; Training College, 3½d.; Public and Provisional Schools, £2 0s. 1½d.; total £2 3s. 10½d. Including all the above items, the cost per child in average attendance was £3 4s. 1¾d. The total cost of State primary education in 1897 was £135,347 13s. 4d. (*See also Appendix D, Cost of Education in South Australia, 1898–99.*)

There is no local rating for educational purpose in South Australia. The total cost being voted by the Colonial Parliament annually, the Honourable the Minister is the supreme authority, with the Board of Inspectors as executive head of the department. All appointments are made by the Honourable Minister controlling education and all teachers are transferable from school to school at his discretion. The Education Department is guided by regulations which are laid before both Houses of Parliament and have the force of law, unless disallowed within one month by express resolution of either House.

There are, however advisory boards. The boards are partly Boards of Advice.

elected, and partly nominated by the Governor in Council. There were ninety-five such boards in existence in 1897. These boards are entrusted especially with the care of the school buildings, and are provided with limited funds from the general revenue for expenditure upon *urgent repairs*. They also decide when prosecutions are to be instituted against parents and others who do not comply with the compulsory clauses of the Act. In the large centres of population, however, there are paid school visitors whose time is chiefly occupied in looking after absentee scholars, and superintending prosecutions which have been directed by the boards under the compulsory clauses. Before prosecutions are instituted in the name of the Minister defaulting parents are allowed opportunities of giving explanations in person to the Boards, or in case there is no district board, in writing to the Minister. Under the Acts in force, parents of children between the ages of seven and thirteen years residing within a compulsory radius may be fined five shillings for the first offence, and twenty shillings for each succeeding offence.

Inspection
and Examination of
State
Schools.

In addition to the Board of Inspectors, there are five male district inspectors, one lady inspector, and one male assistant inspector. The two latter have no districts assigned, but assist the inspectors in all the districts. Except in a few cases of small, far outlying schools, the schools are visited twice a year by an inspector, once for a preliminary inspection, during which the ordinary class work goes on and is criticised and reported on, and once for the purpose of examination and making promotions from class to class. At the latter visit, every child is examined individually in reading, spelling, writing, mental arithmetic, slate arithmetic, written language (from class 2 and upwards), drawing, and the girls in sewing. The examination is a class or collective examination in geography, history, oral language, poetry, drill, singing, moral and manual work lessons (*vide* Appendix B). The merit classification of the schools from F to A depends chiefly on the results obtained at these examinations. The number of schools examined in 1897 was 637. The number of children examined and reported on was 42,924. The percentage gained in the public schools was 81.29, and in the provisional schools 76.75. 3,593 children succeeded in passing the standard fixed by the Education Act for exemption from further attendance at school. (*See also Supplementary Notes, Inspection.*)

Teachers.

The number of teachers of all classes employed in the State primary schools at the close of 1897 was 1,241. (*See also Supplementary Notes, Teachers.*)

A college for the training of teachers has been at work in Adelaide since June, 1876. What is known as the pupil teacher system has obtained in the department since its inception, and the students who enter the training college are chiefly young persons who have served in the schools as pupil teachers for four years, or in the case of those who have passed the University Senior or Junior examination, and who are not less than sixteen years of age, for three years. Other persons are admitted for training at the discretion of the Minister. All students are non-

resident. The term of training is for one year, and the students' time is about equally divided between study under the Master of the College, and in some cases at the University, and in practical teaching in a Class I. school, under a training master. During the term of training students receive a maintenance allowance of from £30 to £80, according to circumstances. On the completion of the year's training all those students who gain the departmental certificate are placed in Class F. From this class they may, by passing higher examinations in singing, drawing, literature, modern languages, mathematics, science, and by length of good service, pass through the intervening classes up to Class A. Since its foundation the Training College has turned out an average of twenty-four trained teachers annually. Although paid by the Government, teachers are not civil servants. Teachers are not allowed to accept any other office without the express permission of the Minister. Teachers who have passed through the College are under engagement to serve the department for at least three years, but the Minister, on his part, is under no obligation to provide employment for them. Persons not trained in South Australia, holding any of the following certificates, are eligible for employment in public schools:—England, certificate from the Committee of Council on Education. Ireland: Certificate of the first or second class issued by the National Board of Education. Victoria: Certificate of competency. New South Wales: Certificate of the first or second class. Queensland: Certificate of the first or second class. And university graduates if they give satisfactory proof of skill in teaching.

An official education gazette is published once a month, and issued free to all teachers. All circular notes, instructions, appointments, promotions, resignations, etc., are announced through this medium. (For information regarding the Training College of Adelaide University *vide* Appendix C.)

School buildings are of four kinds—stone, brick, iron, and wood. There are only a limited number of the two latter kinds in the outlying districts, and in places where continuous settlement was considered uncertain. Most of the buildings are substantial and comfortable, and well adapted to the purposes for which they have been erected. The cost of these buildings is met by public loans, but the amounts expended annually in repairs upon such buildings as are vested in the Minister are taken from the general revenue. Photographs of typical schools can be seen at the Board of Education Library, Cannon Row, Whitehall, London, S W.

School Buildings.

Since the passing of the Education Act of 1875 294 buildings have been erected.

The total capital expenditure on school buildings and teachers' residences since the passing of the above quoted Act, amounts to £449,217 9s. 7d., which has been paid from loans. (*See also, for figures for 1899, Supplementary Notes, Buildings.*)

Since 1876 386,615½ acres of Crown lands have been set apart as educational endowments, but, for some years past, the rents derived from the lands leased have been absorbed into the general revenue. (*See also Supplementary Notes, Dedicated Lands.*)

Lands Dedicated for Primary Education.

School
Decoration.

The primary school teachers and pupils have been encouraged to make their schools as beautiful as possible, and much has been done by means of window and wall decoration and by the cultivation of plants, hanging of framed pictures, etc. A strong and energetic Public Schools Decoration Society is connected with the Department, and out of funds raised by children's concerts, this society has expended for several years upwards of £200 per annum in beautifying the interiors of the schools connected therewith.

Public School
Teachers'
Superannua-
tion Fund.

This fund was established in 1889. All head teachers and assistants are under obligation to join the fund when required to do so. The State renders no aid to this fund.

On the 31st January, 1898, there were 414 members on the books. Twenty-one of these were annuitants. The invested capital at the same date amounted to £39,758 4s. 1d. The fund enables female teachers to retire from active service at the age of fifty, and male teachers at sixty years, or at an earlier age on account of failure in health. The fund also makes some provision for teachers' widows and children up to a certain age.

II. STATE SECONDARY AND HIGHER EDUCATION.

(a) Secondary Schools.

Boys.

Secondary education for boys has been so amply and efficiently provided for by voluntary effort and private venture establishments in South Australia, that the State has hitherto not felt it necessary to do much in this direction, except in agriculture. The Government gives very substantial aid, however, by annual grants and scholarships to secondary and higher education in the School of Mines and Industries and the University. It is also generous in its grants in aid to the School of Technical Art and Design, the Free Reference Library, the Art Gallery, the Museum, the Zoological Gardens, the Botanical Gardens, and other institutions. The aids thus given will be dealt with under the heads of the several institutions named.

Girls.

An Advanced School for Girls was established in the City of Adelaide in October, 1879. For some years this school was conducted in rented premises, but in 1891 a plain, but substantial and suitable building was erected and equipped, affording accommodation for 200 girls, at a cost of £2,683 16s. 7d.

The teaching staff consists of a head mistress at a salary of £350 per annum, and four assistants, with visiting teachers for drawing, music, and calisthenics. The course of instruction comprises the usual branches of an English education, French, German, drawing, class-singing, pianoforte playing, calisthenics, and elementary natural science, with Latin and mathematics for the more advanced pupils. This school is open to all girls who have passed the compulsory standard or an equivalent examination. The fees are £3 5s. 6d. per quarter, inclusive of pens, ink, paper, etc. Books are extras, and an extra fee of £1 1s. per

quarter is charged for pianoforte playing. The school sends up many pupils for the preliminary junior and senior examinations at the University, and has since its foundation imparted a higher tone and standard to the whole of the secondary education for girls in the Colony. During the last quarter of 1897 there were 111 pupils on the books. The income during the year from fees, etc., was £1,277 8s. 1d., and the expenditure £1,175 11s. 10d., thus showing a profit to the State of £101 16s. 3d., if interest on the capital cost of building be left out of consideration.

In December, 1897, there were 111 pupils on the register, and nineteen of these were holders of State school bursaries. (*See also, for figures for 1898-99, Supplementary Notes, Advanced School for Girls.*)

The following University Scholarships are offered annually, and are tenable for one year. A. Entrance Scholarships for day students—one of the value of £35, one of £30, and one of £25. Those scholarships are open to all candidates under eighteen years of age, who have resided in the Colony for one year, but who have not previously attended any part of the day undergraduate course at the University. B. Undergraduate Scholarships.—Three scholarships to first year students of the value of £35, £30, and £25 respectively. Three scholarships to second year students of the value of £35, £30, and £25 respectively.

The following scholarships are offered annually to evening students in Arts or Science, viz.: Five to students who are entering upon either of the above-named courses; five to students who have completed the first year; four to students who have completed the second year; and four to students who have completed the third year. The value of each of these scholarships is £10. Candidates for the entrance scholarships must have resided for at least one year in the Colony, and must be between sixteen and twenty-one years of age. In the other cases similar conditions must be complied with, but one year of age is added for each year of the University course.

(b) *University Education.*

Before the year 1874 there was no University in South Australia, although an Association called the University Association had been established in 1872. This Association managed all the business connected with the founding of the Adelaide University, by Act of Parliament, in 1874. The first meeting of the Council was held on December 11 of that year. At that meeting Sir R. D. Hanson, Knt., Chief Justice of the Province, was elected the first Chancellor, and the Right Reverend A. Short, D.D., Anglican Bishop of Adelaide, the first Vice-Chancellor. The first professors appointed were for Classics and Comparative Philology and Literature, and for English language and Literature and Mental and Moral Philosophy.

The new University was incorporated in 1874; the first academical year was 1876, but a few lectures were given in 1875, and Royal letters patent were granted in March, 1881.

At first the work was conducted in the buildings of the South Australian Institute, which had been placed at the disposal of the Council by the Board of Governors of the Public Library. The Government made a grant to the University of 50,000 acres of Crown lands for revenue purposes, and a further grant of five acres on North Terrace, in the City of Adelaide, as a site for the necessary buildings. They also undertook to render permanent State aid by subsidising all endowments to the extent of five per cent. per annum, and to contribute liberally to the expense of the buildings as well. The new buildings were commenced in 1879, and were completed in April, 1882. The total cost was £24,736, of which sum £18,014 was furnished by the Government and £1,890 by private subscriptions. The University consists of a Chancellor, Vice-Chancellor, a Council, and a Senate, and has power to confer degrees in Law, Medicine, Arts, Science, and Music. "All degrees conferred by its authority are entitled to the same rank, precedence, and consideration as if such degrees had been conferred by any University in the United Kingdom. Degrees are also conferred on women." (*See also Supplementary Notes, University Education.*)

The academical year is divided into three terms. Degrees may be conferred at any time, but are usually conferred at the annual commemoration, which is held in December. The Chancellor, who prior to his election need not be a member of the Council, holds office for five years, and the Vice-Chancellor, who must be a member of the University, for three years; but the Warden and Clerk of the Council are elected annually by the Senate.

As stated above, the academical work of the University was commenced in March, 1876, with eight matriculated students, but fifty-two non-graduating students attended the different classes of lectures. From that time to the present the University has steadily grown in wealth, usefulness, and numbers. In addition to the endowments by Government lands and amounts contributed to the buildings, the State has rendered further aid to the University by annual subsidies and otherwise, between 1874 and 1897, to the extent of £65,590 9s. 11d. For the same period the total fees received have amounted to £44,420 5s. 4d. During the year 1897 the Government contributed £3,501, and the fees received during the year 1897 were as follows:—

	£	s.	d.
Arts and Science - - - -	854	12	3
Law - - - - -	376	6	0
Medicine - - - - -	1,029	1	0
Music - - - - -	620	14	6
Preliminary Examinations - -	299	15	6
Junior Examinations - - -	153	16	6
Senior Examinations - - -	255	19	6
Evening Classes - - - -	449	10	0
Interest and Rents amounted to -	3,051	17	5

These amounts are included in the above total.

From 1874 to June, 1898, the University has received from private persons and trustees donations, bequests, and funds for scholarship purposes to upwards of £130,000.

The University contains Faculties of Medicine, Arts, Science, and a Board of Musical Studies.

A new Conservatorium of Music is to be erected at a cost of £10,000.

There are several scholarships ranging in value from £15 to to £200 per annum.

The number of undergraduates in the various courses in 1897 was ninety-two and of non-graduating students 217. The number of students attending the various evening classes was 182, and 1,429 candidates presented themselves for the various public examinations.

The teaching staff of the University consists of eight professors and eleven lecturers.

The number of graduates on the books in December, 1897, was 324, of whom 171 were graduates of the University of Adelaide. The others were admitted *ad eundem gradum*.

Other means of continuing secondary education in South Australia are amply afforded by the following Societies:—

The Royal Society of South Australia,
The Geographical Society,
The Society of Arts,
The Teachers' Guild,
The Astronomical Society,
The Photographical Society,
The Mathematical Society,
The Zoological Society, and
The Field Naturalists' Society.

III. STATE AGRICULTURAL AND TECHNICAL EDUCATION.

As far back as 1884 Inspector Whitham wrote in his annual report as follows:—"Now that the production of bread-stuffs has become such an important factor in our colonial prosperity as to have justified the appointment of a state Professor of Agriculture, and the founding of an Agricultural College, I would respectfully suggest that the time has arrived when the subject of scientific agriculture should not only form an important feature in the curriculum of the teachers training college, but be introduced as a standard subject for the upper classes of our country schools." As a result of this recommendation a small text book of agriculture, by Dr. Tanner, was introduced into most of the primary schools, and the subject was much encouraged as a part of the children's manual work, for which liberal marks were awarded; but for several years no further steps were taken. In July, 1897, however, an advanced step was made by the opening of a Central Secondary Agricultural School in a part of the old

Exhibition Building, Adelaide. Other schools on similar lines are to be established in the Northern and Southern parts of the colony. The pupils of this school pay a fee of one shilling per week. Boys of twelve years of age who have obtained a compulsory certificate, or of thirteen years and upwards without it, are admitted. The course of instruction is supposed to bridge over the gap between the primary schools and the Agricultural College, and School of Mines and Industries. Some of the subjects are taught to the boys at the School of Mines. This course includes advanced arithmetic, algebra, plane geometry, mensuration and land surveying, mechanical drawing, composition, English literature, agriculture, theoretical and practical, fruit culture, viticulture, chemistry, carpentry, and smith's work. In December, 1897, there were 57 pupils on the books. The fees received for the half-year amounted to £55 6s., and the cost to the Government, exclusive of buildings and fittings, was £281 5s.

Agricultural
College.

A State College of Agriculture, Horticulture, and Viticulture, with experimental lands attached, was established at a suitable place about thirty miles north of Adelaide in 1885. The present staff consists of: Principal, William Lowrie, M.A., B.Sc. (Edin.); House Master, J. A. Haslam, B.Sc.; Viticulturist and Œnologist, Arthur J. Perkins; Diplômé de L'Ecole d'Agriculture de Montpellier; Lecturer on Chemistry and Physical Science, W. R. Jamieson, B.Sc. (Lond.); and three other assistants.

In addition to training young men in the above subjects the college exists for the purpose of conducting experiments with a view to the advancement of the rural industries of South Australia.

The affairs of the college are managed by a council appointed by the Governor in Council, and under the immediate control of the Minister of Education and Agriculture. The principal, the viticulturist, and the dairy expert, in addition to their work at the college, lecture at various times and in various places in the rural districts upon subjects connected with farming, vine, and fruit culture, wine making, olive growing, and dairying.

Candidates for admission to the college must be at least fifteen years of age, and must pass an entrance examination in English composition and arithmetic. Fees: £30 per annum, exclusive of laundry charges. Scholarships.—Six scholarships, each of the annual value of £30 tenable for three years, are offered annually. For the purposes of awarding these scholarships the Colony is divided into six districts, and one scholarship is allotted to each district. The course of study for the college diploma extends over nine sessions, or three years.

The curriculum includes agriculture, viticulture, fruit culture, œnology, chemistry, botany, meteorology, physics and mechanics, anatomy and physiology of farm animals, veterinary science, surveying, book-keeping, entomology, mathematics and practical work on the farm and in the workshop.

The approximate cost of the college, farm buildings and equipment, exclusive of the land, is set down at £14,000.

Endowments, nil; voluntary contributions about £25 per annum for prizes; total amount of State aid per annum, £2,000.

Number of students in December, 1897, forty. The average age of the students is 18½ years. The total area of the farm connected with the college is now about 1,000 acres. Of this amount, from 250 to 300 acres are fallowed and about 400 acres in crop. The balance supports the working farm stock and 20 cows, and 100 sheep. Much of the land is, of course, of very moderate quality, and the rainfall is very limited. During the past two years it has not exceeded 15 inches per annum. (*See also Supplementary Notes, Agricultural Schools and Classes.*)

The Central Agricultural Bureau of South Australia was founded in April, 1888. By December, 1897, the branches established were ninety-seven, with 1,300 members. The total cost of the Bureau to the State for 1897 was £1,265 12s. 1d. Income, nil. The officers of the Central Bureau are appointed by the Minister of Education and Agriculture. The officers of the branch Bureaux are nominated by the residents of any district and appointed, if approved, by the Central Bureau. By means of these Bureaux the agricultural education of the people has been forwarded by the publication of reliable information, by the meeting together of many of the "brainiest" men connected with agricultural pursuits, for the purpose of discussing, explaining, and otherwise dealing with all matters of practice connected with their industry.

Agricultural Bureau.

In addition to lectures, the reading of papers, discussions, etc., seeds are distributed and tested, experiments are made in improving and crossing wheat and other cereals, and in combating noxious weeds and insect pests.

A Journal of Agriculture and Industry, edited by the General Secretary of the Central Bureau and the Secretary of the Department of Industry, is published monthly under the direction of the Ministers of Agriculture and Industry.

The South Australian School of Mines and Industries was founded in March, 1889, and located in the capacious basement of the Exhibition Building of 1887. This school is managed by a Council of twelve, under the Presidency of Sir Langdon Bonython. The year is divided into three terms, and the course of study extends over three years, at the end of which those students who have succeeded in passing the required examination receive diplomas as associates. The school has a competent staff of nineteen masters and several assistants. It receives evening as well as day students.

School of Mines.

In December, 1897, there were 957 students on the register. The annual income from students' fees for 1896 was £1,255 17s. 9d. and for 1897 £1,520 19s. 5d. The amount of State aid by grants for the above two years was £3,000. As the school is conducted in Government buildings used for other purposes, and has been partly equipped by the labour of the teachers and the students, it is impossible to give even the

approximate cost, but the school is now very fully and efficiently equipped, and the cost must have amounted to several thousands of pounds. The students attend the University for some subjects.

There are several smaller schools of a similar character, but these do not grant diplomas.

School of
Technical
Art and
Design.

The School for Design, Painting, and Technical Art commenced as a general Art School about 1861 under a local teacher, who was superseded by a German artist from Melbourne, under whose direction the work partook of the nature of an academic study of painting. In 1882 an addition was made when the School of Design was commenced with the importation of a master from South Kensington, Mr. H. P. Gill. The School of Design at first afforded instruction to art students on lines almost parallel with those obtaining in English Art Schools, and also embraced the science subjects of mathematics, machine, and building construction. In 1889 the School of Mines and Industries was started, and the science classes of the School of Design were affiliated to it in 1891. The line of demarcation in the work of the two schools being arranged by their governing bodies, science subjects, except plane and solid geometry, going to the School of Mines, while those portions of architecture wherein the artistic predominates over the utilitarian, and any such subjects as wood-carving, repoussé, etc., wherein the artistic instinct and the capacity to draw ornament is essential, were retained by the School of Design and Technical Arts. At the end of 1892 the master of the school of painting resigned, and the Schools of Painting and Design and Technical Arts were joined under the Design and Technical Art Master, who received the title of Director for Technical Art, and the school is now called the School of Design, Painting and Technical Arts. The work of the school is to assist all in that art teaching which they can apply to their life's work, while those who require the art training of the painter can obtain those elements necessary to all art workers, their future success as painter artists resting upon their individuality and genius. The students are engaged in producing technical art work in needlework, carving, gesso, etc. Of this work 1,200 original designs have been executed and sold. No design is repeated, each purchaser obtains the one piece produced.

The staff of the school is as follows:—

Harry P. Gill, Director for Technical Art (South Kensington Art Master's Certificate, groups 1, 2, 3 and 6) and three assistants, one of whom holds the South Kensington Art Master's certificate, and the other two the South Kensington Art Class Teacher's certificates.

The numbers of students for the year ending June 30, 1897, were as follow:—

School of Design, Painting, and Technical Arts, day 169, evening 147; School of Mines students for drawing, attending the School of Design, etc., day 33, evening 13, total 362.

Port Adelaide School of Design, 25; Gawler School of Design,

42; Kapunda Art classes, combined with School of Mines, 17; grand total, 446 students.

The following shows the expenses and receipts of the School for the four years ending 30th June, 1897:—

Year.	Total expenses of School for the year.	Students' fees and Examination fees for the year.	Balance, being amount contributed to support of School by the State.
	£ s. d.	£ s. d.	£ s. d.
1893-4	1,523 7 9	509 16 0	1,013 11 9
1894-5	1,606 0 4	538 3 2	1,067 15 2
1895-6	1,407 9 8	527 11 6	879 18 2
1896-7	1,479 19 8	598 11 8	881 8 0

Elementary local examinations in Art and Science subjects for the students of this school were instituted in November, 1886, and in 1888 these were thrown open to all other students, and up to the end of June, 1898, the following certificates have been issued:—First Grade Geometry, 1,751; First Grade Freehand, 2,172; First Grade Model, 1,333; total First Grade Certificates, 5,256. Intermediate Solid Geometry, 715; Intermediate Perspective, 323; total Intermediate Certificates, 1,038. Second Grade Plane and Solid, 204; Second Grade Freehand, 644; Second Grade Model, 477; Second Grade Perspective, 109; total Second Grade Certificates, 1,434. Geometric Projection of Shadows, elementary, 38; Geometric Projection of Shadows, advanced, 7; Science Geometry, elementary, 17; Science Geometry, advanced, 2. Total number of Certificates, 7,792.

The Board governing the School gives annually twenty-five evening scholarships, which are competed for by the students from the City and suburban Public Schools, who are nominated for the competition by their Head Masters. These scholarships are tenable for a year, and those junior students who obtain high results in the Art Examinations are recommended for a further scholarship.

In addition to the above, some twelve evening scholarships were awarded to scholars of the public schools who showed good practical work in applied art sections at the Public Schools Exhibition in November, 1897.

The South Australian Institute (which included a library—partly reference and partly circulating—reading room, museum and art school) was founded by Act of Parliament in 1856.

The Public Library, Museum, and Art Gallery of South Australia.

The Public Library, Museum, and Art Gallery of South Australia (which also includes a public reading room and an art school) was founded by Act of Parliament in 1884. When this took place the South Australian Institute was merged in the public library, etc., etc., part of its library being handed over to the Adelaide Circulating Library, which was founded by the same Act of Parliament, but is quite a distinct institution.

The Public Library contains about 40,000 volumes.

The Public Reading Room is 54ft. by 26ft., and contains all South Australian newspapers, one or two papers from each of the other Australian colonies, a few of the leading British papers, and a selection of the best English magazines, reviews, etc. The buildings and equipment have cost £45,000, State funds.

The museum building is 200ft. by 45ft.; the collection is claimed to contain as one department the best collection in existence of specimens pertaining to Australian ethnology, such as weapons, ornaments, utensils, etc. The building and equipment have cost about £12,500, State funds.

The annual Government grant to the Public Library, Museum, and Art Gallery for 1897-8 was £6,115.

The total annual Government grants to the Public Library for the ten years ending June 30th, 1898, were £69,900.

In addition to the above there were during the years 1889 to 1892, public grants for the purchase of pictures to the amount of £4,000. (Since 1892 the state of the Colonial finances has prevented any grant being made for the purchase of pictures.)

The only endowment which the Public Library, Museum, and Art Gallery of South Australia has had is a bequest by the late Sir Thomas Elder, G.C.M.G., who died in 1897, for the purchase of pictures for the Art Gallery, amounting to £25,000.

Art Gallery.—This contains about 100 oil paintings, thirty-two watercolour pictures, thirteen marble statues, besides etchings, engravings, and other works of Art. The total value of the collection is about £19,188 13s. 0d. For the present the gallery is in the Exhibition building, but a new Art Gallery is in course of erection at a cost to the State of about £20,000.

Country,
Urban, and
Suburban
Institutes.

The Country, Urban, and Suburban Institutes amount in number at the present time to 158. Book boxes are circulated amongst them by the Public Library (free of charge, except for carriage); there are in number—English 168, German 26. The total number of books so circulated is about—English 5,395, German 1,092.

Grants from the Colonial revenue are made annually to the Institutes, those for ten years ending June 30th, 1898, amounting to £38,301 16s. 3d. The grant for the year 1897-8 was £3,999 2s. 8d.

The principal statistics of the Institutes for the year ended June 30th, 1897, are as follows:—Books in libraries 180,575 volumes; books circulated, 157 Institutes during year, 338,730 volumes; number of members, 7,186; Incomes (exclusive of Government grants), £8,112 0s. 11d.

The Adelaide Circulating Library is not included in the above, except as regards the annual grants (for the last three years, however, it has not received any grant). The old Library building and equipment have cost about £7,000.

IV. PRIMARY EDUCATION BY VOLUNTARY EFFORT AND PRIVATE VENTURE SCHOOLS IN SOUTH AUSTRALIA IN 1897.

Altogether there were 233 of these schools at work in the Colony in December, 1897. As several of these impart secondary as well as primary education, these will be dealt with in Section V. of this report.

These schools were taught by 131 male and 441 female, or a total of 572 general teachers; and 65 male and 62 female, or a total of 127 particular or special teachers. The fees charged in these schools vary from 6d. per week to three guineas per quarter. Most of the teachers are uncertificated, but a few have been trained under the State system, and others hold degrees in either art or science. Fully half of the masters in the schools giving secondary as well as primary education are university men.

The number of boarders was 400 males and 243 females, or a total of 643. Day pupils, males, 5,174; female, 5,755; total, 10,929. Inclusive of the boarders, the numbers were: Males, 5,574; females, 5,998; total, 11,572. The numbers under five years of age were 377; from five to seven years, 1,688; from seven to thirteen years, 5,590; thirteen to twenty years, 2,096; and twenty years and upwards twenty-seven. In several of these schools the books, etc., published by the State Department are now in use. There are no complete returns available as to the capital expenditure on buildings and equipment, total amount of fees, etc., but information is given where it has been possible to get returns from the Roman Catholics, Episcopalian, Lutherans, and others.

Roman Catholic Primary Schools included in the numbers above given.—There are fifty-seven Catholic schools in South Australia, with 4,942 children on the registers. Eight of these are returned as “superior schools,” seven for girls or mixed and one for boys. I have included the latter in the list of voluntary secondary schools. The balance are parochial schools, in which only primary tuition is given. In most of these schools the children receive instruction in the Roman Catholic religion either from a visiting priest or the sister or teacher in charge. A small fee is charged, and the teachers, when not Catholic sisters, hold office at the pleasure of the parochial priest. These schools receive no aid whatever from the State, neither are they inspected by the officers—other than the truant visitors—of the State department. In many of them, however, the books published by the Education Department are now in use, and all these books, as in the case of the State schools, are supplied to the teachers for the children at cost price.

Roman
Catholic
Primary
Schools.

Church of England Schools included in the above number.—In reference to these schools it has been authoritatively stated “That the Church Day Schools of this Diocese (Adelaide) receive

Church of
England
Schools.

secular instruction on lines similar to that given in the State schools." Twenty-eight schools were open during 1897. In the Diocesan Board's report it is stated: "The Board note with satisfaction that the larger schools are now almost, if not entirely, self-supporting. The smaller schools are now established on a much firmer basis than previously, and there is every hope that the whole of them will continue to prosper. No school has been closed during the year, but on the contrary three new schools have been added to those under the control of the Board. The total number of pupils on the register was 1,481. The fees range from 4d. to 2s. per week. In addition to three male and twenty-three female head teachers, there were twenty-two assistants employed. There are no fixed salaries. Religious instruction, according to accepted principles of the Church of England, is given in these schools. The balance sheet shows a grant in aid from the Society for the Propagation of the Gospel of £100, and £105 7s. in voluntary subscriptions. Grants in aid to fourteen schools amounted to £69 10s., Christmas bonus to teachers to £75 8s., and honorarium and travelling expenses to the Diocesan Inspector £24 12s. 9d. These schools are not visited by Government inspectors, but by a Diocesan officer. Returns of absentees are made to the Government truant officers.

The above returns are only for twenty-seven schools as to teachers, but for twenty-nine schools as to numbers of pupils on register.

Lutheran Schools.

Lutheran Primary Schools included in the above general return. —There were forty of these schools open in the Colony in December, 1897. There were also forty head teachers. The total number of pupils on the register was 1,640. The approximate cost of the buildings and equipment, inclusive of teachers' residences, was £10,000. Many of the teachers appointed have received training in some Lutheran seminary for higher education.

The course of instruction includes:—Religious instruction (given in German), Bible History, Lutheran Church catechism and Church hymns, English (including history, geography, and arithmetic) as in State Schools up to Class V. German (reading, writing, grammar, composition, and in some cases history), standard corresponding to the standard in the same subjects in English, drawing, class singing, needlework for girls, and Kindergarten work for infants. The children speak in both English and German.

"The usual fee is 6d. per week, payable weekly or quarterly, according to circumstances, but a large number of children are educated free of cost to their parents. Each teacher is provided with a residence, and receives in addition to his fixed salary contributions in kind from the church members. The sum total of the salaries, about £2,400, together with the cost of the buildings, etc., is raised almost entirely by voluntary contributions from members of the Lutheran Church, the school fees constituting only a very small fraction of it. No scholarships are awarded."

Outside the primary schools above accounted for, under the immediate patronage of the Roman Catholic, Church of England, and Lutheran Church authorities, there are about 100 private venture schools of various kinds. These are chiefly small preparatory schools, conducted in the homes of the teachers, but about one-fifth of the number may be termed middle class girls' schools with curricula which are partly primary and partly secondary. Excellent work is being done in several of these, without any outside aid whatever. The fees in this latter class range from one guinea to three guineas for day pupils and from ten to fifteen guineas for boarders, per quarter.

Miscellaneous
Private
Venture
Schools.

As the larger State schools have from time to time been erected in centres of population, a large number of small private venture schools have closed voluntarily, and most of those now competing with the State schools are considered to be fairly efficient.

V. SECONDARY EDUCATION BY VOLUNTARY EFFORT AND PRIVATE VENTURE SCHOOLS.

In December, 1897, there were about twenty schools which may be classed in this section. Rather more than half of these are boys' schools. Preparatory as well as Secondary Education is very efficiently given in most of these schools. Almost all receive boarders as well as day pupils.

Collegiate School of St. Peter, Adelaide. Head Master, Reverend Henry Girdlestone, M.A., Oxford. This is essentially a Church of England School, but children of all denominations are admitted. It is managed by a Council of Governors, consisting of fifteen members, of whom the Lord Bishop of Adelaide is one.

St. Peter's
School,
Adelaide.

It was founded in July, 1847. Approximate cost of buildings and equipments, £35,000. Total amount of endowments £24,000. Total amount of annual contributions (prizes), £13 13s. Number of pupils on register, December, 1897, 307. There are eleven assistant masters and several visiting teachers.

It is the oldest school of the type in the Colony, and was founded "to provide a good classical, mathematical, and commercial education on Church of England principles, with a conscience clause admitting boys of all denominations." The school includes a beautiful chapel, with organ and choir, and it is surrounded by thirty-five acres of playground. "The course of instruction is similar to that of the public schools of England." The senior boys receive tuition in English subjects, science, mathematics, Latin, Greek or German, French, and (in the lower forms) elementary freehand drawing.

"Sons of Clergymen of the Church of England in the Diocese of Adelaide, holding the licence of the Bishop, are admitted at

half the full tuition fees for first, second, and third brothers, and are admitted as boarders at a reduced rate.

The fees payable quarterly in advance are fifteen guineas per annum for day pupils and fifty guineas per annum for boarders. There are special extras for carpentry, chemistry, gymnastics, music, shorthand, singing, etc.

The school is rich in scholarships varying in value from £5 to £50 per annum. Four of these, the "Farrell Scholarships," two open and two limited to sons of clergymen of the Church of England, are of the value of £50 a year each for three years.

Prince Alfred
College,
Adelaide.

Prince Alfred College, Adelaide: Head Master, Frederic Chapple, B.A., B.Sc. Lond.

Although this college receives boys of all denominations for both preparatory and secondary education, it is the property of the Wesleyan body of South Australia, and its affairs are managed by a committee appointed by the South Australian Wesleyan Conference, with the President of the Conference as Chairman.

Date of foundation: The first stone was laid by His Royal Highness the Duke of Edinburgh on November 5th, 1867. The school was commenced in temporary premises in January, 1869. The present buildings were first used in July, 1869. The College was incorporated by private Act of Parliament in 1878 as a public school for all time. Both day pupils and boarders are received. It is essentially a modern school, giving great attention in the upper forms to mathematics and the various branches of natural science, while the needs of the greater number who are to enter upon commercial pursuits are always kept in mind and adequately provided for.

The cost of land, buildings, and equipment, etc., was £35,000. Endowments: The above all paid for, and about £2,500 invested to bring in income.

Voluntary contributions: These average about £100 per annum given by friends for prizes, etc.

Number on roll, December, 1897, 300.

The school has been most successful in preparing for the University Senior Examinations, and for Scholarships at the Adelaide University.

Fees: Boarders, £14; day boys, £3 10s. per quarter. There are ten assistant masters, and six special visiting masters.

Scholarships: There are three scholarships, each of the value of £150, tenable at the Adelaide University, and many scholarships and prizes ranging from £3 3s. to £12 12s.

Whinham
College.

Whinham College, North Adelaide. Head Master, G. G. Newman, B.A. Lond.

This Collegiate School for boys was founded by the late John Whinham as an undenominational commercial school in 1854. It has always been partly preparatory and partly secondary, with a strong commercial side. It sends up boys for the University, Civil Service, and other examinations. There are four assistant masters and five visiting masters.

Endowments, *nil*; State aid, *nil*; voluntary subscriptions, except in the form of prizes, *nil*.

Approximate cost of land, buildings, and equipment, £20,000.

In 1886 it became the property of Mr. John Howard Angus, and was taken over by three trustees on behalf of the Congregationalists. In 1894 the Board of Governors resigned, and the school buildings and appliances were leased by the present head master.

Both day pupils and boarders are received. The number on the register in 1897 was 150. The fees for day pupils range from £1 10s. to £2 12s. 6d. per quarter, and for boarders from £8 8s. per quarter in addition to ordinary tuition fees. There are extra fees for pianoforte, violin, painting, elocution, practical chemistry, and carpentry.

Several prizes and scholarships, ranging in value from one guinea to twenty guineas, are offered for competition annually.

Way College, Unley, South Australia.

Way College

This college contains both preparatory and secondary schools. It is the property of the Bible Christian Denomination.

Principal, William G. Torr, M.A., B.A., LL.D., etc.

Date of foundation, February, 1892. Approximate cost of buildings and equipment, £20,000.

Total amount of endowments, £4,000. Total amount of annual voluntary contributions, £40. No State aid.

Number of pupils on the register December, 1897, 160. Fees, payable quarterly, range from one to thirteen guineas. There are thirteen prizes and scholarships, varying in value from £1 to £50.

Curriculum: University—English. French, German, Latin, Greek, physics, chemistry, algebra, Euclid, trigonometry, history, geography, etc. Practical and commercial side—Smithing, engineering, carpentry, harness-making, agronomy, wool sorting, typewriting, book-keeping, shorthand, and business correspondence.

Christian Brothers' College (Roman Catholic), Adelaide. Principal: Reverend Brother J. G. Hughes.

Christian
Brothers
College.

This is combined preparatory and secondary boys' school, educating up to the senior of the Adelaide University.

The College was founded in 1878, and has recently been much enlarged. Cost of buildings and equipment to date £21,000. No State aid.

Endowments, *nil*. Annual voluntary contributions, *nil*.

Number of pupils on the register, December, 1897, 360.

Fees: Day pupils from 10s. 6d. to £3 3s. per quarter. Boarders, £30 to £40 per annum. Piano, violin, drawing, painting, shorthand, typewriting, and elocution are extras.

The course of instruction includes all the ordinary branches of an English commercial education; also Greek, Latin, German, and French languages; algebra, geometry, mensuration, typewriting, book-keeping, chemistry, physics, singing, and elementary drawing.

Queen's
Schools.

Queen's School, North Adelaide. Head Master, R. G. Jacomb-Hood, M.A.

Founded 1891; cost of buildings and equipment, £3,150; endowments, *nil*; State aid, *nil*; annual voluntary contributions, *nil*.

The school receives both day pupils and boarders.

Curriculum:—Preparatory for Home and Colonial Universities, including Latin, Greek, French, German, all branches of English and Mathematics. There are no scholarships.

Fees for day pupils from £2 12s. 6d. per term; fees for boarders from 50 guineas per annum.

The number of pupils on the books in December, 1897, was fifty-three.

Hahndorf
College.

Hahndorf College, South Australia. Principal, D. J. Byard, B.A.

Founded, 1858.

Cost of buildings and equipment £2,000.

Endowments, *nil*; annual voluntary contributions, *nil*; number of pupils on register, December, 1897, thirty-six.

The curriculum includes a preparatory as well as a secondary course. The pupils in the secondary school can have either a classical or commercial education. Modern languages are included in the ordinary curriculum, and the pupils have great facilities for learning conversational German. Scripture lessons are given daily.

In addition to the principal, the teaching staff includes two lady assistants and three special visiting teachers. The fees for day pupils are £3 3s. per quarter, and for boarders £14 14s. per quarter. Drawing and music are extras at 10s. 6d. and £2 2s. per quarter respectively.

King's
School,
Adelaide.

King's School, St. Peter's, South Australia.

Founded 1895.

Head Master, Rev. James C. Haynes, B.A.

Curriculum, from preparatory to the University Senior; fees, £2 2s. per quarter; annual voluntary subscriptions, £20.

Endowments, *nil*; scholarships, *nil*; number of pupils on register, December, 1897, forty-five. Cost of building and equipment, £400.

Unley Park
Girls' School.

Unley Park Girls' School: Principals, C. M. and Ellen Thornber.

This school was founded in 1855.

The curriculum includes both a preparatory and secondary course.

Cost of buildings and equipment, £4,000. Scholarships—one for clergyman's daughters.

Endowments, *nil*; voluntary contributions, *nil*.

Number of pupils, December, 1897, 134 girls. Fees: Ordinary curriculum, day pupils, £2 2s. per quarter; boarders, from £10 to £13 per quarter.

Ordinary curriculum : English in all branches, French, mathematics, drill, class singing, drawing, science (geology, physiology botany).

The extra subjects for which extra fees are charged are music, Latin, German, painting, etc.

The Adelaide Shorthand and Business Training Academy. The Adelaide
Business
Training
Academy
Adelaide. Principal : William Hogg.

Founded in 1893. Buildings, rented ; equipment, £500.

Endowments, *nil* ; annual voluntary contributions, *nil*.

There are seven assistant teachers. Number of pupils on books, December, 1897, 211.

This is essentially a school for business and commercial training.

Curriculum : Shorthand, typewriting, book-keeping, business law and practice, business correspondence, longhand writing, English, arithmetic, geography, history, and elocution. Pupils are sent up for the University preliminary and Civil Service examinations. Both day and evening pupils are received. The fees range from £1 1s. to £5 5s. per quarter.

VI. INSTITUTIONS FOR DEFECTIVE CHILDREN.

South Australian Institution for the Blind and Deaf and Dumb, Incorporated, Brighton. Schools for
the Blind and
Deaf and
Dumb.

This institution was founded on the 1st of October, 1874. The cost of the building and equipment to December, 1897, is set down at £12,000. The number of pupils in 1897 was fifty-seven. In addition to these, there were six deaf mutes and one blind person employed as paid officers and servants of the institution.

The Government grant in aid is £800 per annum. The total amount of voluntary subscriptions augmented by a few legacies in 1897 amounted to £1,593 19s. 3d. The total amount of endowments to the same date is about £4,000. The course of instruction includes reading, writing, arithmetic, mensuration, composition, English grammar, geography, English history, drawing and painting for deaf pupils, and music and singing for the blind. Also mapping and lettering for deaf, kindergarten work for deaf mutes, and Latin for one boy.

The boys are also taught bootmaking and elementary carpentry ; the girls needlework, knitting, and general household work, and gymnastics to boys and girls alike.

Industrial School for the Blind. This Institution was established in November, 1884, for the purpose of training the blind in industrial pursuits.

The buildings and equipment have cost £2,396 9s. 2d. In December, 1897, there were forty-five women and pupils in the institution, and 147 others, who have been taught to read and write with raised type, are well supplied with literature in this form. No grant in aid was received in 1897. The amount of

voluntary contribution for the year ending March 31st, 1898, was £1,336 11s. 4d.

Endowments, *nil*. The trades carried on are boot making, basket making, mat making, cocoanut mat weaving, hair curling and drafting, manufacture of cane and rush furniture, pianoforte tuning, etc.

Home for
Weak-
minded
Children.

In South Australia there are no weak intellect centres connected with the primary State system, such as now exist under many of the School Boards of England. Prior to 1897 such children were either kept at home by their parents or sent to a special ward in one of the State Lunatic Asylums, where they were fed, clothed and looked after, but in which no attempt was made to rescue them from hopeless idiocy by special teaching and training. In that year, however, a home for such children was established suburban to Adelaide. A trained matron and a trained teacher have been imported from England, whose duties are to properly care for, educate and train as far as possible, the weak-minded, idiotic, and imbecile children received at the Home. The founders of this institution have based their hopes on the evidence and reports of Dr. Duncan, F.R.S., Mr. Millard, Dr. Seguin, and other specialists, and feel confident that the new home will prove a great success. Mrs. Barker, the matron, is from Earlswood Asylum, and Miss Fox, the teacher, from the Royal Albert Asylum, England. The affairs of the home are managed by a president, vice-president, and a committee of seventeen gentlemen, all of whom are elected by the voluntary subscribers. The home (including land) has been purchased and equipped out of voluntary donations, and a State grant of £500, at a cost of £1,931 19s. 6d. It is beautifully situated and surrounded by five acres of garden and grounds.

The minimum age for admission is seven years, and the maximum about thirteen years. The minimum payment for fully-paid inmates is £40 per annum, exclusive of clothes. The general committee reserve the right to vary this rule as they shall at any meeting decide. Pupils may be admitted at any rate, to be decided by the general committee, in cases where it can be clearly shown that the parents are too poor to pay the minimum rate for ordinary inmates. Special accommodation can be secured by parents who can afford to pay special rates. At present only four pupils have been admitted, but several others are waiting the decision of the General Committee. The Home has accommodation for twenty-two pupils. There are no endowments, but at present there is a credit balance of about £900.

VII. REFORMATORY AND INDUSTRIAL SCHOOLS.

Poor laws, such as exist in the United Kingdom, being unknown in South Australia, other means have been adopted for dealing with the above-named classes of children. Formerly these children were handed over to the care of a Board, which

was appointed by the Government under the Destitute Persons' Relief Act of 1881. But so far as the children's interests were concerned, the powers of this Board were transferred, in 1886, to the State Children's Council, which was created under Act No. 387 of 1886, of the Colonial Legislature. This Council consists of twelve lady and gentleman members. They receive no remuneration, but there is a salaried secretary, and an efficient staff of paid officers, all of whom are Government servants.

The following classes of children in the Colony of South Australia fall under the jurisdiction of this Council: (1) destitute children; (2) neglected children; and (3) convicted children. The first class consists of children who have no means of subsistence or whose parents are unable to maintain them. The second class includes children found begging, homeless, or who are found by the police living in houses of ill fame, whether with their mothers or not or who are known to associate with thieves or drunkards, or who have been convicted of vagrancy, or who have become uncontrollable by their parents, or who are illegitimate children whose mothers or friends are not in a position to maintain them. The third class consists solely of those who have been convicted of offences punishable with imprisonment, and who have been committed to the schools by magistrates. The State Children's Council consists of twelve members (ladies as well as gentlemen). Under the Act the Council has power to board out, license out to service, or to apprentice any children committed to its charge, and to take all necessary steps and precautions, by means of paid inspectors and voluntary district visitors, to secure to the children proper care, instruction, and treatment. Most of these children, boarded out, attend the ordinary State public and provisional schools, and are treated in all respects as ordinary pupils.

This system has been a great success in South Australia, inasmuch as it has removed the children from the surroundings of all pauper establishments and brought them within the influences of pure and healthy home life as far as possible. The number of children thus boarded out in December, 1897, was—boys, 336; girls, 276; total, 612.

The Industrial School is really at present only a receiving depôt for such children as are neglected and destitute until boarded out, and the term of residence is so short as to render it unnecessary as a school.

The Council also exercises control over other means of children's reform and training.

There are three reformatory schools and one industrial school under its management.

Reformatory School for Boys, Magill.

The amount expended on these buildings out of public loans and revenues to December, 1897, was £23,657 18s. 3d. This amount includes all moneys spent on these premises when an Industrial School, and in adapting them as part girls' reformatory and part industrial school; secondly as part industrial school and part boys' reformatory; thirdly as boys' reformatory

only. In December, 1897, there were eighty-two inmates between the ages of ten and eighteen years.

Education is given to all boys under thirteen years of age and to those over that age who are backward, by a qualified teacher, and the school is subject to inspection by an officer of the Education Department. The industrial training consists of farming, market-gardening, fruit culture, dairying, poultry raising, and carpentry. The annual capital cost to the State is £20 3s.

Reformatory for Protestant Girls, Edwardstown.

The cost of buildings and equipment has been £4,905 13s. 5d. In December, 1897, there were eighteen inmates between the ages of thirteen and nineteen years. The industrial training consists of sewing, laundry, and general domestic work. The annual capital cost for 1897 was £42 5s.

Reformatory for Roman Catholic Girls, Kapunda.

Amount expended by the State in adapting old Presbytery and equipment, £830 2s. Number of inmates December, 1897, nine. Education is given to all girls daily. The industrial training consists of sewing, domestic duties, and gardening. The annual capital cost to the State for 1897 was £26.

Industrial School, Magill.

The amount expended was included in the sum stated for boys' reformatory.

Number of inmates, December, 1897—Boys, twenty-two; girls, thirty-seven; total, fifty-nine. The education imparted is on the same lines as that given in the ordinary State public schools. The industrial training consists of sewing and domestic work for the girls and gardening for the boys. The annual capital cost for 1897 was £17 11s.

VIII. OTHER INSTITUTIONS.

Botanic
Garden,
Adelaide.

The Adelaide Botanic Garden was founded in 1855. The area of the garden proper is forty-two acres, but there is a Botanic Park attached containing eighty acres. These lands have been set apart by the State for all time for the above-named purposes. The garden and park are free to the public at all times when open, under regulation hours. The gardens contain a well-equipped museum of economic botany, a museum of Australian wood, a beautiful palm-house, orchid-houses, a Victoria Regia house, and experimental gardens. It was brought to a great state of perfection by the late Dr. Schomburgk, which is being well maintained by his able successor, Mr. Holtze, F.L.S., the present director. The garden contains over 13,000 different species of plants.

These lands are managed by a Board of Governors who are from time to time appointed by the Governor in Council. There are no private or voluntary subscriptions.

The following State grants were made by Parliament for the year 1897:—Garden wages and contingencies, £3,500; Botanic Park garden wages and contingencies, £300. Water for garden,

fountains, etc., £1,000; director's salary, £450; typical orchard, £250. For the purpose of establishing a typical orchard the Government has set apart 178 acres of land in the hills, sixteen miles south-east of Adelaide.

The Zoological Gardens were established on a suitable block of land containing sixteen and a quarter acres on the banks of the River Torrens, and adjacent to the Botanic Park, in May, 1882. From that time to the present they have been so ably managed, and so well supported by the Government and the public, that they are now most probably the best and richest in the Southern Hemisphere. Not only have the health and comfort of the animals been made a first consideration, but the gardens have been made attractive to children by an abundance of shrubs, flowers, quaint bits of rockwork and architecture, and many picnicking comforts. The gardens are free to the public every Saturday. On all other days a small entrance fee is charged.

At the present time they contain 530 animals, 960 birds, and sixty reptiles. The amount received in entrance fees for the last financial year was £1,066 2s. 6d. The amount received for rides on the elephant for the same period was £72 1s. 3d. The voluntary subscriptions came to £101 6s. 6d., and the amount of Government aid was £2,000. There are no endowments; the management consists of a president, vice-president, the Mayor of the City of Adelaide, and a Council of fourteen members, two of whom are appointed by the Government. The annual expenditure usually amounts to a little over £3,000.

C. L. WHITHAM, M.B.I.S.

South Australia, June 25, 1898.

The following can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.:—

- (i.) Recent Reports of the Minister controlling Education.
- (ii.) Specimen copies of the *Children's Hour* and other books published by the Department.
- (iii.) Photographs of Schools.
- (iv.) A Manual of Drill and Physical Exercises.
- (v.) Acts and Regulations and other documents relating to Education in S. Australia.

SUPPLEMENTARY NOTES.

Since the above was written the Annual Reports of the Minister controlling Education for 1898 and 1899 have been published. From these the following extracts have been taken :—

SCHOOLS.

The subjoined table shows the number of schools open during the last quarter of the years 1897, 1898, and 1899 respectively :—

Schools open during last Quarter of - -	1897.	1898.	1899.	Increase.	
				1898.	1899.
Public Schools - - - - -	278	284	284	6	—
Provisional Schools (of these 9 are worked as half or one-third time).	377	386	393	9	7
	655	670	677	15	7

The total number of Schools in operation during any part of the year was 683 during 1899, 677 during 1898, 659 during 1897.

ATTENDANCE.

	Gross number under instruction.			Number who attended more than one school.			Net number of children instructed.			Increase.	
	1897.	1898.	1899.	1897.	1898.	1899.	1897.	1898.	1899.	1898.	1899.
Public & Provisional Schools - - - - -	67,152	67,613	68,329	5,509	5,850	6,013	61,643	61,763	62,316	120	553

The average daily attendance was 42,193 in 1897, 39,102 in 1898, 42,228 in 1899. The low attendance in 1898 is accounted for by epidemics of measles and scarlatina.

The following table gives the average *monthly* statistics for public and provisional schools :—

	Number on Register.			Number Present at all.			Average Attendance.		
	1897.	1898.	1899.	1897.	1898.	1899.	1897.	1898.	1899.
Public Schools - - -	45,803	46,270	47,145	42,568	41,133	43,244	34,412	33,000	34,815
Provisional Schools - -	10,022	9,942	9,861	9,195	8,893	8,857	7,143	7,030	6,840
Totals - - -	55,825	56,212	57,006	51,763	50,026	52,094	41,560	40,030	41,655

The ages of the children on the school registers are shown in the following table, which gives the quarterly average:—

	5—7			7—13			13 and over.		
	1897.	1898.	1899.	1897.	1898.	1899.	1897.	1898.	1899.
Public Schools - - -	7,194	7,125	7,092	34,680	34,765	35,211	4,878	5,315	5,792
Provisional Schools - -	1,368	1,366	1,329	7,511	7,373	7,581	1,412	1,452	1,421
Totals - - -	8,562	8,491	8,421	42,191	42,138	42,792	6,290	6,767	7,213

The following table shows the proportion of children who complied with the requirements of the Education Acts by attending thirty-five days in the quarter, also the proportion of unsatisfactory cases. It should not be forgotten that the number of children subject to compulsion is not the same as the number in attendance between seven and thirteen. A child may live beyond the compulsory distance from the school; he may be exempted on the ground of ill health; or he may have obtained the inspector's certificate, which frees him from the liability to attend school:—

	1897.				1898.	
	First Quarter.	Second Quarter.	Third Quarter.	Fourth Quarter.	First Quarter.	Second Quarter.
Children in Attendance, subject to compulsion - - - -	37,424	36,688	36,597	36,029	36,917	36,187
Attended thirty-five days - per cent.	85·34	79·52	91·85	89·26	79·48	75·90
Satisfactory reasons given for not attending - - per cent.	12·55	18·03	6·85	9·05	18·51	21·16
Cases of neglect - - - per cent.	2·11	2·45	1·30	1·69	2·01	2·94

	1898—cont.		1899.			
	Third Quarter.	Fourth Quarter.	First Quarter.	Second Quarter.	Third Quarter.	Fourth Quarter.
Children in Attendance subject to compulsion - - - -	36,429	35,670	36,624	36,477	36,462	36,070
Attended thirty-five days - per cent.	88·82	81·88	81·35	85·26	91·01	85·69
Satisfactory reasons given for not attending - - per cent.	10·00	16·58	16·20	12·43	7·88	11·45
Cases of neglect - - - per cent.	1·18	1·54	2·36	2·31	1·11	2·86

INSPECTION.

The number of schools examined by the inspectors was 637 during 1897, 644 during 1898, and 657 during 1899. The total number of children presented was 42,924 in 1897, 42,063 in 1898, and 43,406 in 1899.

The average percentage gained in public schools in the years 1897, 1898, and 1899 was 81·29, 81·00, and 81·48, and in the provisional schools 76·75, 77·02, and 78·34 respectively.

The following table shows the number of children in the fourth class who succeeded in passing the standard fixed by the Education Act for exemption from further attendance at school, and the number of children in the fifth class who obtained certificates:—

	Fourth Class.		Fifth Class.	
	Examined.	Passed.	Examined.	Obtained Certificates.
1897 - -	6,738	3,593	not given	
1898 - -	6,780	3,958	1,641	420
1899 - -	6,853	3,953	2,065	793

It is the practice to classify the schools in six divisions, according to the results of the examination, after due allowance has been made for exceptional circumstances. The following is the result:—

	Public.			Provisional		
	1897.	1898.	1899.	1897.	1898.	1899.
Number of Schools - -	276	279	284	361	365	373
	%	%	%	%	%	%
Class A - - - - -	31·52	27·60	28·52	11·91	9·32	18·77
„ B - - - - -	31·16	31·18	35·21	20·77	24·66	26·28
„ C - - - - -	20·29	23·65	18·30	27·70	28·49	22·25
„ D - - - - -	11·96	12·19	11·98	21·33	20·82	17·97
„ E - - - - -	5·07	4·31	5·29	16·07	13·70	13·13
„ F - - - - -	—	1·07	0·70	2·22	3·01	1·60

TEACHERS.

The following table shows the numbers of teachers of all classes employed at the close of the years 1897, 1898, and 1899:—

Rank.	1897.			1898.			1899.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Head Teachers - - -	249	35	284	249	33	282	254	34	288
Assistant in charge of Department - - -	—	1	1	—	1	1	—	1	
Assistant Teachers - - -	56	131	187	52	136	188	48	150	198
Acting Assistant Teachers -	4	45	49	5	42	47	8	35	43
Pupil Teachers - - -	18	128	146	19	132	151	23	141	164
Monitors - - - - -	2	149	157	14	158	172	12	166	178
Provisional Teachers - -	67	304	371	68	305	373	64	322	386
Locum tenens for Head Teacher - - - - -	1	3	4	5	3	8	1	1	2
Locum tenens for Provisional Teacher - - - - -	1	1	2	1	6	7	1	3	4
Totals -	404	797	1,201	413	816	1,229	411	853	1,264
Teachers of Needlework (employed part time only) -	—	40	40	—	24	24	—	19	19
Grand Total -	404	837	1,241	413	840	1,253	411	872	1,283

There were 18 students in the Training College during the year 1897, 25 during 1898, and 20 during 1899. The numbers who were reported to be fit to be placed in charge of schools, as they had completed their course, during the years 1897, 1898, and 1899, were 12, 22, and 18 respectively.

The system of training of state school teachers has been reorganised, as from January 1st, 1900. (*See Appendix C.* The Training College of the University of Adelaide.)

BUILDINGS.

In 1899, 306 buildings had been erected since the passing of the Education Act of 1875. The total capital expenditure on school buildings since the passing of the present Act amounted in 1899, to £469,945 7s. 11d., which has been paid from loans.

DEDICATED LANDS.

The area leased on December 31st 1899, was 390,063 acres. During 1899, 4,048 acres were leased at an annual rental of £94 19s. 8d., or an average price of 5½d. per acre. The revenue for the year 1899, derived from all the lands leased, was £5,965 19s. 3d., being an average of 3½d. per acre.

THE FIFTH CLASS.

During the year 1898, Education Regulation 84 was repealed, as from June 30th, 1898. That regulation required the payment of 1s. per week for a child attending school after having passed the compulsory standard, and being over 13 years of age.

This has caused a large increase in the number of schools with a fifth class and also in the number of children taught in that class, as shown by the following figures:—

The fact, however, must be always kept in mind that, with a curriculum which already includes twelve compulsory subjects for boys and thirteen for girls, the utmost caution is necessary, when those who desire to specialize ask to have the work done in our primary schools. The primary schools exist for the good of all, and not for any particular class. The higher functions of a primary school teacher are not such as will turn boys into bricklayers, carpenters, farmers, lawyers, or doctors; but, such as will educate them physically, mentally, and morally; and we put morally last not because it is least, but because, in a system like ours, which rests on a secular basis, the moral and emotional education of the child is the highest work we have to do."

UNIVERSITY EDUCATION.

The following are extracts from *Papers relating to University Education of Roman Catholics in certain Colonies, 1900*. Colonial Office Return [Cd. 115]:—

"There is no distinction whatever made in the University; it is purely undenominational in character, no religious test is required, and no distinction is drawn between Roman Catholics and other members of the community. The following is an extract from the Act of Incorporation, [printed in] Calendar for 1899, page 461:—'No religious test shall be administered to any person in order to entitle him to be admitted as a student of the said University, or to hold office therein, or to graduate thereat, or to hold any advantage or privilege thereof.'"

"Out of 1,700 candidates presenting themselves for the various public examinations this year, 230 are from Roman Catholic Schools. The Christian Brothers' Colleges and Convent Schools each year send up a good number of candidates. Out of 102 undergraduates proceeding to degrees this year [1899]. 10 came from Catholic schools."

APPENDIX A.

COURSE OF INSTRUCTION IN STATE PRIMARY SCHOOLS.

I.—BIBLE READING.

159. Teachers may read portions of the Holy Scriptures, in the Authorised or Douay version, to such of the scholars as may be sent by their parents, for not more than half an hour before 9.30 a.m. The attendance of children at such reading shall not be compulsory: and no sectarian or denominational religious teaching shall be allowed in any school—the teachers must strictly confine themselves to Bible reading.

160. Should the parents of not less than ten children attending any school send to the Minister a written request that the Bible may be read in the schoolroom as above provided, the Minister may require the teacher of such school to comply with the request.

II.—SECULAR INSTRUCTION.

A.—Public, Provisional, and Half-time Schools.

161. The children in any class will be expected to be acquainted with the work of the classes below.

1. *Moral Lessons.*

162. Lessons on the elementary principles of morality are to be given in all schools. These lessons will enforce the necessity of cleanliness, punctuality, industry, obedience, truthfulness, honesty, respect and consideration for others. Special attention will also be given to the question of temperance. The higher classes will receive instruction in the ordinary duties of a citizen.

No textbook is specified for moral lessons, because it is evident that, in order to be effective, they must be the outcome of the teacher's own thoughts and the circumstances of the school. They cannot therefore be made to order. Teachers are, however, requested to keep careful note of their lessons, and to give at least one a week to every class. The lessons may be short, and need not be specified in advance on the school programme, but a record should be kept in the journal.

2. *Reading.*

163. *General Principles.*—The aim of the teacher should be to secure intelligent and expressive reading in all classes. Pupils should be made to understand what they read, and then to read in such a way as to show that the meaning has been grasped. To this end explanation, illustration, and pattern reading must be frequent.

Simultaneous reading, if judiciously used, will be found very valuable. The teacher should first read the passage with correct inflexion and emphasis, and then cause the pupils to repeat it after him. If he finds that they cannot give the proper emphasis and modulation with their books before them it will be well to make the attempt with their books closed. Every effort must be made to prevent the children from falling into a monotonous and sing-song style.

Special attention is called to the arrangement by which extra marks are allowed for good expression and an intelligent knowledge of the subject matter. After reading a lesson the pupils should be required to give the substance of it in their own words (with the assistance of questions from the teacher if necessary), care being taken to see that complete sentences are always used. This plan affords good training in language. In order to see that separate words are properly understood, the children should be practised in forming them into fresh sentences rather than in giving synonyms.

It should not be considered that the teacher's work is completed if his

pupils can read correctly the words of the text-book which happens to be specified for the class. His aim should be to develop a love of reading as far as possible. With this end in view, it is suggested that some time might be devoted to reading aloud interesting stories, accounts of travel, or the like, the readers being selected from the best scholars. Probably such reading might be given with advantage during the lessons in needle-work.

In order to further encourage a taste for reading, a small paper (*The Children's Hour*) is published by the department for circulation among the scholars. Several teachers have done useful work by establishing school libraries.

It is proposed to prepare a special series of Readers for our schools, and these will be brought into use as soon as published.

164. *Junior Division*.—The course for this class is divided into two parts. As a rule, children will not be promoted to Class I. until they have reached the full age of seven years; but as many come to school at five years of age it appears necessary to provide for more than one year's instruction in the Junior Division. It is understood, however, that such children as are seven years old will be promoted, if they satisfy the inspector in either standard.

A. (Lower).—To learn the sounds of letters as illustrated in the Adelaide Reading Sheets and First Primer; to read from the same.

The children should also be able to read such other words belonging to their ordinary vocabulary as may be made by the combination of the above-named sounds. They are also to be practised in building up similar words by means of loose letters.

B. (Upper).—To read the Adelaide Second Primer, and to be able to read or build up such ordinary words as may be formed by the combinations of sounds and letters illustrated in the two Primers.

Class I.—Adelaide Introductory Reader; Nelson's First Royal Reader, new series; any other approved book.

The practice of requiring the pupils to make out words for themselves by combining sounds should be continued in this class.

Class II.—Nelson's Second Royal Reader, new series; any other approved book.

Class III.—Nelson's Third Royal Reader, new series; Tanner's Alphabet of the Principles of Agriculture; any other approved book.

Class IV.—Nelson's Fourth Royal Reader until such time as notice of discontinuance shall be given in the *Education Gazette*; any other approved book.

At the examination children in this class may be required to read a passage from the *Children's Hour*.

Class V.—No special reader is prescribed for this class, since the children may now be fairly expected to be able to read any passage which does not contain words of exceptional difficulty. Suitable books, such as "Robinson Crusoe," Miss Edgeworth's Tales, Southey's "Life of Nelson," Scott's "Lady of the Lake," Longfellow's "Evangeline," &c., will be supplied on approved requisition, but teachers are not limited to these books.

At the examination the inspector may require the pupils to read any ordinary passage of English.

3. Writing.

165. *General Principles*.—A plain, firm, open hand is required, and was be easily secured if proper attention is given to the subject from the beginning.

The proper holding of the pen or pencil, good copies, and accurate imitation of them, are the main points to be insisted on at every stage.

This subject is to be taught by means of blackboard examples, copybooks, and transcription. The blackboard especially should be freely used in class teaching, not only for setting copies, but for exemplifying and correcting mistakes. Blackboard examples should invariably be written with the greatest care, so as to be as perfect models as the teacher can produce.

It cannot be too strongly insisted upon that the greatest care about even minute points is necessary in order to obtain good writing.

The inspectors will require a finished copybook to be shown at the examination. Such book must have been written in the ordinary course of school work, and will be required to exhibit careful teaching all through ; no book can be passed if it is seen that the pupil has been systematically allowed to produce a slovenly imitation of the copy, or to hold his pen wrongly.

A special series of books has been prepared. It is expected that the children will write consecutively the books specified for the class, and the inspector may require satisfactory evidence that this has been done.

166. *Junior Division*.—To copy easy words on slates from the blackboard. Class I.—Adelaide Copybooks, A, B, C. To copy from the blackboard a short sentence from the reading book.

Class II.—Adelaide Copybooks, D, E, F. Transcription on paper from the reading-book, in bold smallhand, with correct spelling, capitals, and punctuation.

Class III.—Adelaide Copybooks, G, H, K. Transcription from the reading book as before.

Class IV.—Adelaide Copybooks, L, M, N. Transcription from the reading-book as before.

Class V.—Adelaide Copybooks, Invoices and Business Forms.

4. *Spelling.*

167. *General Principles*.—Spelling is taught by causing the children to look carefully at the words as they read, so that the eye becomes accustomed to the proper appearance ; by transcription ; by dictation ; and by learning words of exceptional difficulty by heart.

After the reading lesson it will be found advantageous to require suitable words to be spent orally, or, better still, to be written on the slate.

The greatest care should be taken to see that capitals and stops are exactly copied in a transcription exercise, as well as that the spelling is quite correct.

To be really useful a dictation lesson (as distinguished from examination) should be prepared beforehand, *e.g.*, a class may be told that their dictation on the next day will be taken from a given page. The teacher should always endeavour to *prevent* the child from spelling the word wrongly.

Special attention should be paid to such words in common use as are liable to be misspelt.

The dictation and transcription books prescribed for the several classes are to be shown to the inspector at the annual examination.

168. *Junior Division*.—To copy on slate from blackboard words selected from their reading-book. The only capital letter required is I. To form such words with loose letters.

Class I.—To copy on slate from blackboard a passage selected from the reading-book, with proper stops and capital letters.

To learn to spell orally, or from dictation, such words as may be formed by the combination of the sounds illustrated in the Adelaide Primers and Introductory Reader.

To begin to transcribe on paper with either pen or pencil. During the year at least one of the "First Transcription-books" published by the Department should be completed.

Class II.—To write from dictation a passage selected from the reading-book. Transcription and dictation in exercise-books.

Careful attention must also be paid to common words likely to be misspelt in written composition, *e.g.*, *their* and *there*, *has* and *as*, &c.

Class III.—Dictation from reading-book. Transcription and dictation in exercise-books. Common words liable to be wrongly spelt.

Class IV.—To write from dictation a passage selected from the *Children's Hour* containing no words of exceptional difficulty. Transcription and dictation in exercise-books. Common words liable to be wrongly spelt.

Class V.—To write from dictation any ordinary passage. To write such

passages from dictation in an exercise-book during the year. Transcription is not required in this class.

5. Language.

169. *General Principles.*—It is admitted to be an essential part of the duty of the elementary school to train its pupils to use their own language correctly, both in speaking and writing. Experience shows that this is not to be accomplished by teaching formal grammar, with its long array of technical terms, but by steady practice in oral and written composition, beginning when the child enters the school and continued till he leaves.

The subjoined programme has been drawn up to indicate the lines which should be followed in the different classes. It will be seen that very little formal grammar is retained, and it is expected that the terms mentioned will (as a rule) be learnt in connection with the sentences framed by the pupils themselves.

Conversation is intended to play a leading part in the instruction—conversation in which the children should be active participators. The subjects will be found in daily life, in pictures, in the reading and poetry lessons, and in other branches of school work. An easy, natural tone should be cultivated.

It is highly important to see that *no error in speaking or writing is allowed to pass uncorrected*. Corrections should be made by the children rather than by the teacher. In written work the corrections should be made in the class, a plan ten times as effective as that of taking the books or slates away, for correction when the pupils are not present.

To sum it up it may be said that training in the use of English should form a part of almost every lesson, instead of being confined to the time specially indicated for composition on the time table.

170. *Junior Division and Class I.*—These classes should be trained to answer all questions in complete sentences.

They should also be taught to give the substance of their reading lessons in their own words, using complete sentences as before.

Class II.—(a) *Oral.*—As before. In the reading and poetry lessons a knowledge of the meaning of the more difficult words should be tested, by combining them into fresh sentences. The poetry learnt in the class should form a special subject of conversation.

(b) *Written.*—To learn the use of capitals, full stops, the note of interrogation, and the apostrophe.

To pay special attention to the spelling of words of frequent occurrence in composition, and of names of common objects. Unusual words should be placed on the blackboard for the children to copy.

To write complete sentences in answer to questions on their reading or poetry, on pictures, or on a short story.

To learn the meaning of the grammatical terms noun, pronoun, verb, adjective, subject, and predicate. These terms should be learnt at first from the sentences composed by the children.

To frame sentences from given nouns, verbs, etc. To put subject to given predicate or predicate to given subject. To supply given parts of speech in elliptical sentences.

Class III.—As before, and in addition:—To learn to use commas, semicolons, notes of exclamation and quotation marks.

To write a short summary of a reading lesson or of a piece of poetry committed to memory; or to give in writing the substance of a short story, or a description of a picture.

To understand and to use adverb, preposition, conjunction, and interjection; number gender and tense (present, past, and future).

Class IV.—As before, and in addition:—To learn to give orally the substance of a story or a descriptive passage prepared beforehand.

To learn to write and address a letter.

To understand and to use common and proper nouns; case; transitive and intransitive verbs, active and passive voice; comparative and superlative of adverbs and adjectives.

To analyse easy simple sentences.

Class V.—As before, and in addition:—To write a short essay.

To learn as much English grammar as is explained in Longman's Junior School Grammar, and also the analysis of complex sentences.

6. *Poetry and Recitation.*

171. *General Principles.*—All classes should commit to memory a sufficient number of pieces of poetry, which they should be taught to recite with proper expression. The teachers may select pieces from the Poetry Books published by the Department.

Particular care should be taken to see that the children have a perfect understanding of the poem chosen, and the inspectors will give special attention to this point at the examination. In the lower classes the simpler and more dramatic the piece the better will be the result. In all classes it will be advisable for the teachers to read the poem first, and also to practise the class in simultaneous recitation, with suitable expression and appropriate action.

172. *Junior Division.*—Not less than twenty-four lines per quarter.

Class I.—Not less than thirty-six lines per quarter.

Class II.—Not less than fifty lines per quarter.

Class III.—Not less than seventy-five lines per quarter.

Class IV. and V.—Not less than one hundred lines per quarter.

Note.—Teachers of small schools are recommended to combine their classes for this subject. The Juniors and Class I. might always be taken together, and similarly Classes III. and IV. Class II. might be taken with either division, as more convenient.

In following out this plan it will be necessary to see that the selections are well varied, so that the children are not called upon to say the same pieces over and over again.

7. *Arithmetic.*

173. *General Principles.*—This subject is admittedly of the greatest importance, not only because of its practical use in after life, but because, when properly taught, it affords valuable mental training.

The plan of instruction has been so arranged that the classes are not so much required to learn certain rules as to perform the various operations with numbers limited according to the intellectual capacity of the children.

The following principles must be carefully observed:—

1. In the earlier stages all numbers are to be learnt and all processes explained by the actual observation and handling of suitable objects; and in all stages every process is to be thoroughly understood by the pupil.

2. Mental exercises are in all cases to precede written, and concrete quantities are to precede abstract.

3. Since the processes used in written arithmetic are frequently not suitable for mental calculation, they should not be followed in working sums in the head. Speaking generally, mental calculation follows the order of *thought*, i.e., from the higher constituent part to the lower; while on the slate we begin work with the *last* part thought about (the units). The children should be trained to follow the correct method in their mental arithmetic.

4. Coins, weights, measures, etc., are to be introduced from the beginning, and in every case are to be learnt, as far as possible, by actual observation and handling.

5. The addition, subtraction, multiplication, and division tables are to be learnt thoroughly. Teachers are strongly recommended to teach addition and subtraction of small numbers by the "completion of the tens," so that a process of thought may take the place of a merely mechanical exercise of the memory.

6. Every school should be provided with suitable apparatus and diagrams for explaining arithmetical concepts and processes.

7. Problems and applied questions should have reference to daily life and experience.

8. The most scrupulous neatness must be insisted on in all written work.

174. *Junior Division.*—The numbers from 1 to 12.—To understand and to make calculations with the numbers from 1 to 12; and to write the figures from 0 to 9. Counting forwards and backwards by intervals of 1, 2, and 3 up to 12. Addition, subtraction, multiplication, and division up to 12.

The meaning of one-half and one-quarter by concrete examples. Easy problems on common objects or on the tables specified.

TABLES.—*Money*—12 pence=1s., 2 sixpences=1s., 4 threepences=1s., 2 halfpennies=1d., 4 farthings=1d.

Time.—7 days 1 week, and to learn the names of the days in order.

Length.—12 inches=1 foot, 3 feet=1 yard.

Children in this class may learn to count forwards to 100.

(For a detailed treatment of the course, teachers are referred to the Manual of Arithmetic, Part I., published by the department.)

Class I.—*The numbers from 1 to 100.*—The division of the hundred into tens should be carefully taught, as well as the composition of every number up to a hundred. Thus 45 should be analysed into 4 tens and 5 ones; and similarly the pupil should know that 6 tens and 4 ones combined make 64. In the first instance this instruction should be given by the use of objects, diagrams, or number pictures.

Constant practice should be given in the addition, subtraction, multiplication, and division of small numbers, special attention being given to the various combinations under 20. Exact tens should also be dealt with orally in addition, subtraction, &c. It is as easy for a child to add 4 tens and 5 tens as to add 4 and 5.

It is recommended that practice be given in counting forwards and backwards by intervals of 2, 3, 4, 5, and 10.

Thorough mastery should be gained of the multiplication and division tables as far as 100. In connection with division the notion of fractional parts should be further developed (the numerator being confined to unity, and only concrete examples being taken).

Oral practice should be given in adding small sums of money under a shilling.

Written arithmetic will be begun in this class, the operations being limited to numbers below 100, and to the simple rules, with the following exception: the pupils should learn to express any number of shillings up to 40 as pounds and shillings, and pence up to 40 as shillings and pence.

The process followed in a subtraction sum should be carefully explained by the use of the notation box.

Easy problems should be constantly given, involving the use of the tables specified below; the pupils will be required to have a thorough grasp of these tables in the concrete where possible.

TABLES.—*Money*.—20 shillings=£1, 10s.= $\frac{1}{2}$ l., 5s.= $\frac{1}{4}$ l., 2s. 6d.= $\frac{1}{8}$ l., 2s.= $\frac{1}{10}$ l. of £1. Pence table to 40d.

Time.—24 hours=1 day, 12 months (with names)=1 year. Names of the months to be learned in order.

Length.—22 yards=1 chain, 66 feet=1 chain, 6 feet=1 fathom.

Weight.—16ozs.=1lb., 28lbs.=1qr., 4qrs.=1cwt., 20cwt.=1 ton.

Capacity.—2 pints=1 quart, 4 quarts=1 gallon.

(The course for this class is fully treated in the "Teachers' Manual of Arithmetic, Part II." Exercises for the children will be found in the Adelaide Exercises in Arithmetic, Nos. 1 and 2. For learning tables the use of the Adelaide Illustrated Arithmetical Tables is recommended.)

Class II.—*The numbers from 1 to 1,000.*—The pupils should have a clear idea of the meaning of all numbers up to 1,000; this involves the analysis and synthesis of the numbers. A concrete representation of 1,000 may be given by the use of a diagram, or by Sonnenschein's apparatus.

By oral questions the power of readily adding, subtracting, multiplying, and dividing simple numbers will be developed, either with easy problems or with abstract numbers. Care will be taken to see that the proper methods are used in mental as distinguished from slate work.

(Note.—Exact tons or hundreds are considered to be "simple numbers.")

Special attention should be given to practice in mental addition of numbers of not more than two digits ; subtraction of similar numbers ; and multiplication of similar numbers by one digit. Oral practice should also be given in dealing with easy money questions of not more than two denominations.

The special rule should be taught for calculating the price of a number of dozens at so many pence and farthings ; and *vice versa* from the price of a dozen to find the price of one.

Nearly all questions worked on slates by Class I. are suitable for mental work in Class II.

The ordinary rules are to be taught for working sums on slates in the four simple rules, but no number dealt with need exceed 1,000. Multiplication by easy factors should be taught ; no divisor higher than 12 need be employed.

A beginning will be made with the compound rules by teaching slate addition and subtraction of money with easy sums. (Not more than five lines of addition need be given.)

The knowledge of fractions will be further developed, but no higher denominator than 12 will be required. The process employed should be such as can be clearly comprehended by young children ; for instance, three-fifths should be obtained by first getting *one-fifth*, and then taking three times the result. It will be better to make all questions in fractions of a concrete nature.

Elementary lessons will be given in finding areas. It should be particularly noted that the first questions should be on areas which can be actually ruled out on the slates in square inches. No sums should be given at this stage which would involve numbers higher than can be brought concretely before the mind—in other words, it should be possible to show the area dealt with, if not in the schoolroom itself, then by an easy diagram on the blackboard.

The use of the notation box is strongly recommended for explaining sums in subtraction and division.

Easy problems should be given with the tables specified below.

TABLES.—The multiplication and division tables as far as 12 times 12.

Pence table as far as 100d.

Time.—60 sec.=1 minute, 60 min.=1 hour, 365, or 366, days=1 year.

[Note.—This class should learn practically the meaning of 1.50, 3.45, &c., applied to the clock.]

Length.— $5\frac{1}{2}$ yards=1 rod, 4 rods=1 chain, 100 links=1 chain, 8 chains=1 mile.

Surface.—144 square inches=1 square foot, 9 square feet=1 square yard.

Weight.—14lbs.=1 stone, 112lbs.=1 cwt., 200lbs.=1 bag of flour.

Paper.—24 sheets=1 quire, 20 quires=1 ream.

(The course for this class is fully treated in the "Teachers' Manual of Arithmetic, Part III." Exercises for the children will be found in the "Adelaide Exercises in Arithmetic, Class II.")

Class III.—*The numbers from 1 to 1,000,000.*—The million should be explained as a thousand thousand, and it should also be analysed into tens, hundreds, &c.

Mental arithmetic will continue to be practised. As a general rule it may now consist of an easier form of the sums to be worked on the slate ; or the various questions worked by Class II. may be solved by Class III. mentally, the sum being worked orally step by step.

The following special rules should be carefully taught :—Calculation of prices of dozens, scores, and grosses.

Prices involving the easier aliquot parts of the sovereign and shilling are to be calculated mentally. (Ex. 120 books at 2s. 6d., 360 pencils at 3d.)

Practice in fractions should be continued, denominator not to exceed 24. In this connection the pupils should be taught the meaning of the decimal notation .5, .25, and .75, and the corresponding values in vulgar fractions.

The first ideas of percentages will be given. Only exact hundreds will

be dealt with, and the percentages used will be 10, 20, 25, 50, and 75. In addition the ordinary percentages used in trade discount ($2\frac{1}{2}$ and 5) will be learned, and will be shown to correspond with 6d. and 1s. in the £ respectively.

Practice in the simple rules will be given, with numbers not exceeding a million.

Reduction will be taught. Easy sums will be given in the four compound rules. In compound multiplication factors will be required up to 144 only; in compound division no divisor need exceed 16.

Small bills of parcels should be worked.

The pupils will also be taught the method of calculating the cubic contents of rectangular solids. The sums must deal with the objects the children see around them. Diagrams should be drawn on the blackboard and on the slates.

TABLES.—The multiplication and division tables to 9 times 16.

Extended pence and shillings tables as shown in the "Adelaide Illustrated Table Book."

Length.—40 poles=1 furlong, 8 furlongs=1 mile, 1,760 yards=1 mile.

Surface.—10 square chains=1 acre, 4,840 square yards=1 acre 640 acres=1 square mile.

Solidity.—1,728 cubic inches=1 cubic foot, 27 cubic feet=1 cubic yard.

Weight.—2,240lbs.=1 ton generally, but 2,000lbs.=1 ton of flour or chaff; 1 cubic foot of water weighs 1,000ozs., or $62\frac{1}{2}$ lbs.; a gallon of water weighs 10lbs.

Capacity.—2 gallons=1 peck, 8 gallons=1 bushel, about $6\frac{1}{4}$ gallons or water=1 cubic foot, or 100 gallons=16 cubic feet.

Class IV.—The mental arithmetic in this class will follow generally the same lines as explained for Class III., such additions being made as will suit the written arithmetic prescribed below.

The pupils will be expected to work any ordinary sums in the simple and compound rules and reduction. Special attention should be given to the working out of household accounts and ordinary invoices.

Work in mensuration will be continued, but will, as a rule, be confined to such calculations as might occur in ordinary life. This will require a knowledge of the method to be followed in calculating the areas of (1) rectangles, (2) four-sided figures with two sides parallel, (3) triangles with given height.

Mensuration of solids is chiefly required for calculating excavations, and the contents of tanks and dams. Besides the ordinary rectangular solid, it will be necessary to learn to calculate the contents of cylindrical tanks. This involves a study of the circle, and the pupils should learn that its circumference is (nearly) $3\frac{1}{2}$ times the diameter, and its area (nearly) $3\frac{1}{2}$ times the square on the radius, or nearly the same as the area of a rectangle whose width is half the circumference and height the radius. These facts must be demonstrated experimentally as far as possible. As in country districts it is of special importance to be able to calculate the contents of dams for water of the usual shape, a simple method of doing this is explained in the *Education Gazette* for July, 1889, page 69; to make the operation quite clear, a paper or cardboard model will be required.

All sums in mensuration should be illustrated by diagrams, and these should be drawn (if possible) to scale.

The study of simple percentages will be continued, including ordinary trade discounts. Simple interest should be taught; the rates may be confined to 2, 3, 4, $4\frac{1}{2}$, 5, 6, 7, $7\frac{1}{2}$, 8, and 10 per cent., and the periods to years, half-years and quarters.

Questions on subjects occurring in actual life may be given to be worked by first principles (unitary method).

The ordinary operations for adding, subtracting, multiplying, and dividing *easy* vulgar fractions will be taught. Most of this work may with advantage be given orally.

The meaning of such decimal fractions as are used in common life should be taught.

Tables.—All the ordinary tables as shown in the "Adelaide Illustrated Table Book."

Class V.—Mental arithmetic will be given as before.

Easy vulgar and decimal fractions will be studied.

In connection with decimals the process of decimalising money at sight should be taught, and also contracted multiplication. These processes should be applied to the calculation of prices and other applied questions.

Interest will be more fully studied, and should be worked by decimals (to four places only) when necessary.

Proportion is to be learnt, and the principles of the rule are to be explained.

Square root and its applications should be known.

Mensuration as applied to common life is to be fully studied. The more exact ratio of the circumference to the diameter of a circle ($3\frac{1}{4}$) should be employed in slate-work.

8. *Geography.*

175. *General Principles.*—The object of the lessons in geography is to give the children a fair general knowledge of the world in which they live.

It is too often the custom to require the learning of a great many names of capes, rivers, mountains, &c., which are entirely devoid of general interest. Every teacher should lay it down as a fundamental rule never to teach the name of any place unless he is prepared to associate it with some fact of interest.

In all examinations outline maps will be employed.

Every school will be supplied with (1) a compass, (2) a globe, (3) the requisite maps with names, (4) such diagrams as may be necessary. Teachers will provide their own outline maps.

The instruction will begin with the school and immediate neighbourhood, and be gradually extended, so as to give a knowledge of the world generally. The children should not be taught merely the topography of the different countries, but their configuration, climate, and productions, the character and appearance of the inhabitants, their occupations, &c. Teachers are strongly recommended to form a small collection of pictures, which will be found of the greatest use in giving intelligent and lasting ideas as to the various parts of the world. Old numbers of the *Graphic*, *Illustrated London News*, and other periodicals will be useful, and Messrs. Cassell publish many excellent illustrated geographical works.

176. *Junior Division.*—The first notions of a map will be given by making a plan of the schoolroom. This is to be drawn to scale on the blackboard, from measurements actually taken by the children. In the first instance the board should be laid on the floor, so that the various lines may correspond with the actual directions. When the plan has been learnt in this way, the board may be suspended as usual.

The cardinal points are to be taught by observation of the sun, and by the compass. By actual observation the children are to find where the sun rises and sets, and in what part of the heavens it is to be seen at mid-day. A pole (say, six feet high) should be set up in the playground, and the direction of its shadow at noon observed for a few days. It will also be useful to notice the length of its shadow at mid-day at different times of the year.

It should be noted in what direction the neighbouring houses and other prominent objects lie from the school; a plan is then to be drawn showing not only the school building, but the houses, roads, and other objects in the immediate vicinity, and the children should be exercised in stating from the plan the direction of these objects which have already been learnt from actual observation. They should be able to draw a plan of the schoolroom on squared slates.

This class will learn to tell the hours and quarters on the clock.

CLASS I.—The elementary notion of a map given in the junior division is to be extended till the pupils understand any ordinary map.

Observation of the neighbourhood is to form the basis; but as the facilities for this observation differ so much, no special rules can be laid down. In most districts, however, it will be possible for the children to learn practically the meaning of a majority of the following terms:—Road, railway, plain, hill, range of hills, valley, creek; and in others there

may be added sea, sea coast, shore, bay, gulf, strait, peninsula, isthmus, point, cape or promontory, river, island, lake.

Whatever can be noted by this actual observation is to be embodied in a rough map drawn bit by bit on the blackboard by the teacher, and then copied by the scholars.

When everything possible has been learnt in this way, the teacher must have recourse to models. A single lesson in the playground, with a few shovelfuls of sand and some water, will give the pupils fairly clear ideas of the meaning of all such terms as they have not been able to learn already by observation. When the model has been prepared, the children should construct a map of it under the guidance of the teacher.

Maps are next to be exhibited, and it will be well to select South Australia first, because the position of the school can be roughly indicated upon it, and the new ideas thus connected with the old.

The learning of definitions by heart is not to be allowed till the children have formed clear ideas of the meaning of the thing defined; indeed, it will often be found that they will make the definitions for themselves.

The geography of the neighbourhood within ten miles of the school is to be thoroughly learned. This includes not merely the ability to point out places on the map, but, in addition, a satisfactory knowledge of the character of the country, the occupations of the people, the different townships and modes of access to them. Thus the children in country townships when in the playground should be able to tell whither any road leads, what creeks it crosses, what are the principal buildings on the way, and so forth. The plan of the district referred to is to be in every school.

Elementary ideas of the earth, sun, and moon are to be given to this class, as follows:—

The earth is a globe travelling round a much larger globe called the sun (relative sizes). From the sun we get light and heat. The moon is a smaller globe travelling round the earth (relative sizes). Actual observation of the appearance of the new and full moon, noting the number of days from one full moon to the next.

Note the position of the school as nearly as possible on the globe.

CLASS II.—The general geography of South Australia, as follows:—Position on the globe, and with reference to neighbouring colonies. Length and breadth, illustrated by comparison with distances known to the children; area, illustrated in a similar way.

General character of outline and surface. The gulfs and their relation to trade. Straits and traffic through them. Agricultural and pastoral country.

Principal ranges. Mount Lofty range and continuations; general direction N. and S. The coast district. Murray Flats. The Hummocks. Flinders range. Gawler ranges.

Rivers.—The Murray. Rivers from the Mount Lofty ranges. Creeks of the Northern plains.

Lakes.—Their general character.

Capes.—As landmarks and guides for ships.

Occupations of the People.—Agriculture in its various branches.

Market gardens.

Wool-growing.

Mining.—Where carried on.

Manufactures.—What they are and where carried on.

Other industries, as bark-stripping.

Internal Trade.—By the gulfs, by railway, by road, and by the Murray.

Principal lines of railway, with their junctions; ports which they feed; productions carried.

Intercolonial Trade.—Steamers, and what they carry.

Foreign Trade.—By sailing vessels and steamers; what they carry each way.

The principal telegraph lines and their uses.

Climate, characteristic plants, and animals.

Principal towns and positions.

General division of the world into Europe, Asia, Africa, America, Australasia, Polynesia. The great oceans.

The five zones : their climate, animals, and plants characteristic of each, *e.g.*, regions of pines, rye, wheat, maize, rice ; habitat of the polar bear, reindeer, whale, buffalo, camel, elephant, lion, tiger, ostrich.

Class III.—The general geography of Australia, Tasmania, and New Zealand treated similarly to the geography of South Australia in the second class.

The principal differences between the great divisions of the world repeated and further illustrated.

The different races of mankind and where they live.

Proofs of the roundness of the earth ; its circumference and diameter, illustrated by comparison with known distances and by length of time taken to travel round it ; its motion round the sun and on its own axis. The year : day and night.

Class IV.—Outlines of the general geography of the world. Comparative size and distance of the sun and moon ; the seasons ; the equator, longitude, and latitude ; differences of time ; eclipses of the sun and moon.

Class V.—General geography of the world, with special portion more thoroughly studied, by preference, in some suitable book of travel.

The outlines of physical geography : the earth's form and motion ; the sun ; the moon and its phases.

The atmosphere : its composition, height, pressure, moisture (rain, hail, snow, dew), movements.

The sea : its composition, divisions ; its bed, movements, ice.

The land : its relief ; changes in its surface, how effected. Action of the atmosphere, the sea, rain, rivers, glaciers, frost, volcanoes.

Springs, brooks, rivers, lakes, and inland seas.

The distribution of plants and animals.

9. *History.*

177. *General Principles.*—All that is required is to give the children a fair general outline of the course of English history, without minute details. The biographies of great men may be studied with advantage, and many useful moral lessons may be drawn from them. Such practical examples of heroism, self-sacrifice, or unflinching devotion to duty will produce a deep impression.

It is, of course, understood that nothing must be said which would hurt the religious feelings of any of the pupils or of their parents.

178. Classes II. and III.—Interesting stories from English history will be told to these classes. By reference to the Historical Chart published by the Department an idea should be given of the time at which each event occurred.

Classes IV. and V. should obtain a fair general knowledge of the most important events in English history. Chart to be referred to as before.

10. *Special Lessons.*

179. In addition to the regular course of instruction in elementary subjects, it is expected that in all schools special lessons will be given to develop the powers of observation and manual facility.

It is not advisable to prescribe any special course, because what is suitable for one school and one teacher may be quite inapplicable in other cases. One general principle may, however, be laid down—that mere *word* lessons will not be deemed to comply with this regulation. Talks on scientific subjects, if unaccompanied by experiments, are of very doubtful utility, as are also such lessons in natural history as do not deal in the main with facts which may be observed by the children themselves.

The lower classes may with advantage be exercised in such work as is described in Kindergarten manuals. For instance, they may be taught to form ornamental designs with thin sticks or squares of coloured paper, to fold and cut paper, to make models of objects in clay or card, or by what is known as “*pea work*.”

Teachers who have no scientific knowledge may give lessons to the higher classes in practical work of a more advanced kind. Thus models of geometrical solids may be made with paper or cardboard, the plans for

which may be prepared during the drawing lesson. Some teachers will devote the time for these lessons to carpentry, others to practical gardening or farming, care being taken that the children learn the principles as well as the practice. In girls' schools cookery may be taken. It is intended to allow the fullest liberty to teachers, subject only to the approval of the inspector.

In town schools much of the above work could not be introduced, but there are greater facilities for giving lessons in elementary science. Here, again, teachers will choose for themselves the subjects they feel they can treat most effectively, always remembering that the lessons must be lessons in observation and inference.

At least two lessons a week should be given in all classes, except to girls learning sewing, for whom one will be sufficient.

11. *Needlework.*

180. *General Instructions*—(1.) The children in all classes are to be prepared to fix their own work. (2.) Plain garments are preferred. The use of cheap trimming of inferior quality should especially be discouraged. (3.) In any case in which it is shown to the satisfaction of the inspector that it has been impossible to prepare a garment, a suitable sample of work may be substituted. (4.) The knitting specified for the different classes may be omitted at the discretion of the teacher.

181. *Junior Division*.—To learn to thread a needle and to fold a hem on paper.

Class I.—Simple hemming with coloured cottons, showing the joining of threads.

Class II.—Hemming, oversewing, and felling, or running and felling, with coloured cotton. To show a pillow-case, a child's pinafore, or any garment which can be completed by the above stitches, the work to be fixed by the child.

Class III.—Hemming, oversewing and felling, or running and felling, gathering, stroking, and stitching with coloured cotton. To show apron pleated or gathered into a band, or other garment which can be completed by the above stitches, the work to be fixed by the child.

Knitting with two needles a plain strip.

Darning.—To learn the double stitch on cheesecloth.

Class IV.—As before, with greater skill, and in addition to set gathers into a band, to make button-holes, and sew on buttons and tapes. To show a plain nightshirt, nightgown, petticoat, or other garment which can be completed by the above stitches, the work to be fixed by the child.

Knitting—Pair of cuffs, or other article of equal difficulty.

Darning.—To darn hole in webbing.

To be able to draw to scale patterns of any under garment.

Class V.—As before, and in addition, patching on calico and on flannel; coral stitch. To show any garment which requires all ordinary stitches, the work to be fixed by the child.

Knitting pairs of socks or stockings.

To cut out any ordinary under garment.

12 *Drill.*

182. *General Principles*.—Lessons in drill should be frequent, short, and spirited. They should be given in the playground, except when the weather is unfavourable; and if properly managed they will always be popular.

To teach drill successfully, the closest attention to every minute detail is as necessary as in conducting a writing lesson. It not only assists in developing intelligence and smartness, but its importance as an aid towards inculcating habits of steadiness, attention, and a ready and implicit obedience cannot be overestimated. It should always be employed in directing class movements.

On the entrance of any visitor all work should be stopped at the teacher's word of command, and the children should rise, as a kind of salutation as well as a mark of respect. When an inspector visits the school the boys may be also directed to salute in the usual way, and there is no reason why

this latter practice should not be followed when boys meet their teacher in the street.

183. A Handbook of Drill and Calisthenics will be issued shortly, and the particulars of the exercise to be taken by each class will be published in the *Education Gazette*.

Musical drill is specially recommended for girls and infants.

Until the handbook is published the course prescribed in the Regulations of 1885 will remain in force.

184. In schools where arms have been provided, the carbine squad is to be taught the manual and firing exercises, and full company drill.

13. *Drawing.*

185. Elementary drawing will be taught to all classes. The actual work to be done will be specified from time to time in the *Education Gazette*.

14. *Singing.*

186. Singing is required to be taught in all schools. The actual work to be done will be specified from time to time in the *Education Gazette*.

B.—Infant Schools.

187. The programme of work specified for the Junior Division applies also to children in an infant school.

188. The other arrangements of the school will be left to the discretion of the assistant in charge. It is, however, expected that (1) singing and the recitation of easy poetry, (2) suitable physical exercises, and (3) occupations for the hands of the kind known as Kindergarten exercises, will form an important part of every day's work. Musical drill is strongly recommended.

C.—Advanced Schools for Girls.

189. All candidates for admission, except those who have passed through the fourth class in a public or provisional school, will be required to pass an examination in—

(a) *Reading*, Royal Reader, No. 4, or equivalent.

(b) *Dictation*, from the same.

(c) *Arithmetic*, the simple and compound rules.

190. The course of study will comprise the usual branches of an English education, French and German, drawing, class singing, and elementary natural science; and the more advanced pupils will have an opportunity of commencing the study of Latin and mathematics.

191. All the pupils will be required to follow the prescribed course.

APPENDIX B.

EXAMINATION OF SCHOOLS AND COMPULSORY STANDARD.

A.—Examination of Schools.

192. There shall be an annual examination of all schools which shall have been established for not less than nine months.

193. No teacher shall be held responsible for the result of an examination, unless he or she has been in charge of the school for at least six months.

194. Teachers will be allowed to withdraw children whose names have not been on the books for at least three months, or, in the case of the junior division, for at least six months before the day of examination.

195. The inspectors are empowered to exempt other children if it shall appear that there are satisfactory reasons therefor.

196. Marks will be awarded to each child examined according to the following plan :—

Subject.	Maximum marks obtainable by each child examined.					
	J. D.	I.	II.	III.	IV.	V.
Reading	2	2	2	2	2	2
Spelling	—	2	2	2	2	2
Writing	1	2	2	2	2	1
Arithmetic	2	4	4	4	6	6
Language... ..	—	—	2	2	2	2
Drawing	1	2	2	2	2	3
Needlework	—	1	2	2	2	2

197. Five per cent. of the total marks obtainable on individual examination may be allowed for each of the following :—(1) Geography, (2) History (and Language in the Junior and First Classes), (3) Poetry, (4), Special and Moral Lessons, (5) Singing, (6) Discipline and order, (7) Drill.

198. The exact marks awarded to each school for each of these branches will be fixed at the discretion of the inspector.

199. In reading one mark will be given for the bare pass, and the other for good expression and an intelligent knowledge of the subject matter.

200. One mark will be given for spelling tested by dictation, and the second mark for a properly kept book, in which throughout the school year the spelling has been taught by dictation and transcription.

201. In writing, one mark will be allotted to transcription, and one to a finished copybook.

202. In drawing marks will be given for finished books, and also for separate exercises done on the day of examination.

203. In arithmetic the marks will be divided between the mental and written work. Unless the separate steps of the process are shown where necessary work will not be accepted even if correct.

204. Discipline and order will include the proper preparation and observance of the time-table and programmes of lessons, and the proper keeping of the various school records.

205. In infant schools marks will be awarded on examination as for a Junior Division. Ten per cent. of the total number of marks obtainable

by individual examination will be assigned to each of the exercises specified in Regulation 188.

206. At the close of the examination the inspector will mark the names of such children as in his opinion should be promoted, and the teacher will be required to present these children in a higher class at the next examination. As a general rule, no child under the age of seven years will be promoted by the inspector from the junior division. Any child may be promoted at the discretion of the teacher.

207. A full report of the annual examination will be forwarded to each teacher, and it is to be fastened in the inspector's register immediately it is received.

208. Any teacher who may have reason to complain of the manner in which an examination has been conducted must report the circumstances within forty-eight hours after the conclusion thereof.

209. Should any special circumstances have injuriously affected the school, and therefore caused the percentage to be lower than it otherwise would have been, such circumstances may be reported in writing by the head teacher within seven days of the examination.

210. At the close of each year the schools shall be arranged in classes.

211. The basis of classification shall be the proficiency of the scholars as shown by the annual examination, but the inspectors shall consider each case on its merits. The following table shows the percentage required as a rule for each class, but the classification may be altered if it shall appear that any subject has been neglected, or that the percentage does not fairly represent the condition of the school.

Class.	Percentage obtained by the School.	Class.	Percentage obtained by the School.
A.	} Above 75	D.	70 and below 75
B.		E.	60 and below 70
C.		F.	Below 60

212. No school will be placed in Class A unless its condition is excellent in every respect as regards discipline and order, teaching, and moral tone. The same factors will be taken into consideration in awarding a school a position in Class B.

213. The proposed classification of each school shall be notified in the *Education Gazette*, and seven days shall be allowed for an appeal to the Minister, whose decision shall be final.

B.—Compulsory Standard.

214. Every child who shall have passed, before an inspector of schools, an examination in reading, writing (including dictation), and arithmetic, as specified for the fourth class, shall receive a certificate of having passed the compulsory standard.

ANNUAL EXAMINATION OF SCHOOLS, 1898.

The following notes and instructions are printed for the guidance of teachers; all previous instructions are cancelled.

The annual examinations will begin on April 18th, and, under ordinary circumstances, will be held within two weeks of the date of the previous examination.

No application must be made to the Inspector for the exemption of children on the ground of irregular attendance if during the previous year they were examined in any school under the Department in the same class, and special note is to be taken of directions given in the notice of examination as to the preparation of lists of names for exemption.

The attention of teachers is also directed to Regulations No. 194 to No. 206, published in the January, 1894, *Gazette*, especially to the restriction

placed by Regulation 194 on the withdrawal of children from the Infant Department or Junior Division if they have attended some other school before the one in which they are to be examined.

Reading.

The first mark will be given for accuracy. All vulgarisms will be counted as mistakes, e.g.—*git* for *get*, *sor* for *saw*, *gettin'* for *getting*, *singin'* for *singing*, *nothink* for *nothing*, *chimley* for *chimney*, *suddently* for *suddenly*, *ast* for *ask*. Omission of the aspirate will always count as a mistake.

In all classes above the First the second mark will be given for expression and intelligent knowledge of the subject matter. Particular stress is laid on good expression and emphasis, and if the reading is clearly poor in these respects only one mark can be obtained; if it is only moderate, but *the sense of the passage is well understood*, the second mark may still be gained.

With fair teaching and average children it should not take more than six months to learn the Reading Sheets, and about the same time for the Second Primer. This will not be done by repeating the lesson over and over again till the children are sick of it, but by first giving them the *power* to make out the words for themselves by combining sounds, and then by *reading*. Experience shows that the majority of teachers altogether underestimate the value of making every child thoroughly conversant with the sound of every consonant, vowel, diphthong, and combination. If this be done the power to read will come almost spontaneously.

It is not necessary to wait till every child knows every word on the page. Read to the end of the book, and it will be found that the words have been repeated so often that most of them have been picked up. Then go back again to the beginning of the book, and read it over a second time. If any specially dull children want further practice let them have it, but do not keep the others back.

No objection will be raised to the *occasional* employment of elder children in hearing the reading of the Juniors and First Class, but any such temporary monitors must themselves have been taught how to form words by the combination of sounds.

JUNIOR DIVISION.—The regulations provide for an upper and lower standard.

The Upper Division consists of children whose age is not less than six years and six months, unless it can be shown that they were not on the roll of any school under the Department at the date of the previous annual examination of the school now attended.

Standards.—For the first mark, the Lower Division will read six words correctly out of eight from the Adelaide Reading Sheets or Primer I., new edition, at option of Inspector. The Upper Division will read two lines from Primer II., with not more than one error. The second mark, in both divisions of the class, will be awarded (1) for reading new words made by the combinations of the sounds illustrated by their respective Primers; (2) for making new or old words of a similar kind with loose letters. If the Inspector thinks the class large enough, it will be divided into two parts, and whilst some are making up words with their letters, others will be tested in reading fresh words. The whole class will also be tested in the drawing copies on which the teaching is to be based.

Class I.—Children must read both the Adelaide Introductory Reader and Nelson's First Royal Reader, new series.

Standards.—For the first mark, four lines to be read, with not more than one error. To obtain the second mark the words must be fairly grouped. It should be specially noted that fluent reading requires *a* to be pronounced short, not like *ay*; and that similarly *the* is not to be pronounced *thee* except before a vowel; further, that no pause is allowable between the article and its noun.

Class II.—First mark, five lines from Royal Reader II., new series; not more than one error. Second mark, for expression and comprehension, as explained above. Teachers who wish to use Class III. *Children's Hour* in addition may do so. It is contemplated in 1899 and following years to

examine in those portions of Class III. *Children's Hour* specially written for Class II.

Class III.—First mark, to read nine lines from either *Children's Hour* for Class III. for the school year 1897-8, or from Tanner's Alphabet of the Principles of Agriculture, with not more than one error. The Inspector will decide which children will read in each book. Second mark, for expression and comprehension, as explained above.

Class IV.—First mark, to read with fair fluency eight lines from the *Children's Hour* of 1897-8, taking only those months which comprise the school year; not more than one error. Second mark will be given for expression and comprehension, as explained above.

Class V.—For the first mark, the children will be tested by a passage taken from the *Children's Hour* or the special reading book used by the class, and any other passage chosen by the Inspector from any suitable work. Not less than six lines will be read, at the discretion of the Inspector. For the second mark, as in Classes II., III., and IV.

Spelling.

Class I.—First mark will be given for spelling correctly on slates from dictation four out of six words chosen from the Adelaide Spelling Book, Part II., and the introductory Reader. In this class the transition will be made from the sound of the letter to its name. Words may be spelt at first by both methods.

The second mark will be given for "First Transcription Books," written throughout the school year under the rules given below, except that no dictation will be required. The regulations now require that these books shall be written in Class I. throughout the year, but in the earlier months the transcription may be from the *blackboard*, and in pencil if the teacher prefers it, and one lesson need not extend beyond half a page. During the last six months of the school year there must be one lesson on a page, as in Class II., the writing must be done with pen and ink, and it must be true transcription direct from the Reading Book; the long letters may have loops or otherwise at teacher's option.

NOTE.—The blackboard may be used for teaching in the ordinary way.

Class II.—First mark, three lines on paper from the Reading Book; all the stops will be dictated. Two errors in spelling will fail. Second mark: This will be gained by showing all the dictation and transcription books written during the year. These books must strictly comply with the rules given below.

Class III.—First mark, about eight lines on paper from Class III. *Children's Hour* of the current school year will be dictated. The children will be told when a sentence is completed, and must supply the proper stops, as laid down in the Language Standard. Two errors in spelling will fail. Second mark, as in Class II.

Class IV.—First mark, about eight lines on paper from the *Children's Hour* of the current school year. The children will be told when a sentence is completed, and must supply the proper stops. Two errors in spelling will fail. Second mark as in Class II.

Class V.—First mark: Passages equivalent to about twelve lines in Class IV. *Children's Hour* will be given on paper from any book, but no technical or unusual words will be allowed. No stops will be dictated. Two errors in spelling will fail. Second mark, as in Class II., but the books must contain *only* dictation.

Dictation and Transcription Books.

The following are the rules under which these books are to be written :—

1. The book is to be regularly written in throughout the school year, as the mark is for the systematic teaching of spelling.
2. The dictation and transcription are to follow in consecutive order as they have been done in school.
3. There must be nothing else in the book.

4. Each lesson is to be begun at the top of a fresh page, and the date is to be written by the pupil at the beginning of the lesson. Care should be taken that space is not wasted by making the lesson occupy a page, and only a few lines of the next page.

5. The errors are to be marked *by the teacher*, with coloured ink or pencil, and the lesson *at once* initialled.

6. The corrections are to be written by the pupil at the foot of the lesson before the next lesson is written.

7. All lessons are to be of fair length. If they are habitually made too short the books will not be passed.

8. Strict attention will be paid to the character of the writing, and the general neatness of the book, as well as to the careful marking of errors by the teacher, and correction of them by the children. The writing should be bold, and *of the same standard of excellence as copybook writing*, allowance being made for the fact that there is no copy, and, in the case of dictation, for a somewhat higher rate of speed.

9. In Class II. it should be particularly observed that the transcription is to be in *small hand*, *i.e.*, loops are to be made on the letters *b, h, l*, etc. The letter *d* should not touch the upper line, but only go about three-fourths of the way; the letter *t* half the distance.

10. German-ruled books are to be used in Class II. (size of writing, $\frac{5}{32}$ of an inch), and Class III. (size of writing $\frac{1}{8}$ of an inch). For Classes IV. and V., plain exercise books, with lines $\frac{1}{16}$ of an inch apart.

11. The transcription and dictation will consist of passages from the reading prescribed for the class, but a few separate words may be written at the end of the lesson.

12. No lesson must be written in these books out of time-table hours, except, of course, when an unsatisfactory exercise has to be re-written, nor must any lessons prescribed on the time-table be omitted.

Writing.

Junior Division.—One mark; to write not less than five easy words selected from Primer I. on slates (ruled with lines $\frac{3}{8}$ of an inch apart), from a copy on a blackboard. Capital I must be used.

Class I.—First mark: To transcribe on a leaf of the transcription book a passage from the Reading Book of about two lines. All the capitals will be required in this class, and the children must write their names. Second mark: Copybooks A, B, and C, consecutively written, as per instructions below.

Class II.—First mark: To transcribe a passage from the Reading Book on a leaf of the Transcription Book, with correct spelling, punctuation, and capitals. Second mark: To show Copybooks D, E, and F, consecutively written, as per instructions below.

Class III.—First mark, as in Class II. Second mark: To show Copybooks G, H, and K, consecutively written, as per instructions below.

Class IV. First mark, as in Class II. Poetry will be selected. Second mark: To show Copybooks L, M, and N, consecutively written, as per instructions below.

Class V.—One mark only. To show the Copybooks O that have been regularly written in during the school year.

Copybooks.

1. These must be *bond file* those used in the school.

2. No lesson must be written in them except as shown on the time-table, nor must any lessons shown on the timetable be omitted. Books written up for the examination will not be accepted.

3. The date is to be written *by the pupil*, at the *close* of the lesson, below and a little to the right of the last line. (It is not necessary to date pages at the top.)

4. Special care must be taken that all upstrokes in traced line are properly covered. Some children omit these altogether.

5. Note the proper place for beginning a letter.

6. Teachers are not required to initial each page.

7. Teachers should mark errors in the formation of letters with coloured ink or pencil, and the pupil will then correct his mistakes in the column set apart for that purpose.

8. In judging the books, the Inspectors will pay very particular attention to the use made of this correction column.

9. Teachers will observe that the mark for the copybooks is supposed to show that the *teacher* has given regular and satisfactory instruction. The transcription shows the *results* of the teaching.

10. It is to be noted that each child who attends 140 days during the school year will be expected to show at least one set of books completed.

11. It is suggested that in gross cases of individual irregularity of attendance, the number of days should be stated on the outside of the Dictation, Copy, and Drawing books.

12. Except in special cases, children should not be put back to a lower book than the last one written.

Language.

Junior Division and Class I.—There will be no individual examination in these classes, but the Inspector will test the ability of the children to answer in complete sentences, and carry on a conversation.

Classes II. to V.—The oral examination in these classes will be collective, and questions will be of the following patterns:—

1. *Grammatical* questions on the child's composition, or other suitable easy sentences. The questions will be based on the special course laid down for the class.

2. Making sentences with given words or given parts of speech.

3. Conversation on a picture, a subject of daily life, or a story told to the class.

4. Conversation on a piece of poetry already familiar to the class. This will include telling the story orally, explaining the sense of a passage, or of particular words.

Written.—A story will be told to Classes II., III., and IV. Three questions will be written on the blackboard for Class II. to answer on slates, in complete sentences, with the requisite capitals and stops. Class III. will reproduce the story on paper without the aid of questions. Class IV. will do similarly on paper and in the form of a letter if requested by the Inspector. Class V. will write on paper a short essay upon a familiar subject. *Special attention should be given to the use of proper stops and marks—quotation marks especially.* This is the weak point everywhere, and is shown particularly in the compositions that children send to the *Children's Hour*.

It is recommended that compositions be written in books by Classes III., IV., V., and the books preserved until after the examination.

Arithmetic.

Junior Division.—Two oral questions will be asked, and one mark given for each correct answer. The course is fully treated in Teacher's Manual, Part I.

Classes I., II., and III.—*Mental*: Two questions will be asked, and half a mark will be allotted to each. *Slate*: Four sums will be set, and a mark will be given for each one right; but the maximum of the class will be counted as if only *three* sums were set. Should the total marks gained by the class exceed this maximum, the number in excess will be deducted from the total of the class. Teacher's Manual, Part I., contains the course for Class I., Part II. for Class II., and Part IV. for Class III. These manuals will be considerably used in the examination, and the mental work for Class IV. will be partly based on Part IV. Teachers are strongly recommended to use the various "Exercises in Arithmetic" in school. The increased practice obtained by working the examples will be found highly beneficial.

Classes IV. and V.—*Mental*: Two questions will be asked, and one mark given for each correct answer. *Slate*: The Inspector may require these

classes to work their sums on paper. Five sums will be set, and one mark will be given for each sum correctly worked; but in calculating the percentage the maximum will be taken as *four* only. Should the total marks obtained by the class exceed this maximum, the number in excess will be deducted from the total of the class.

The marks for mental arithmetic are awarded individually, but in view of the difficulty to children of a rapid oral examination, the questions will be addressed to groups of about eight children (unless the class is too small to admit of that number), and the answer will be taken from those who hold out their hands. If no correct answer is given the Inspector will make a nought against as many of the group as he thinks fair, having regard to the comparative difficulty of the questions.

NOTE.—The time allowed for slate arithmetic at the annual examination will be as follows:—Class II., 20 min.; Class III., 30 min.; Class IV., 45 min.; Class V., 60 min.

Poetry and Recitation.

Attention is called to the fact that under the regulations the Adelaide Poetry Books are to be used in future in all classes:

The Junior Division will be expected to say their pieces together, and the First Class also if the Inspector desires it. An individual as well as a collective examination will be taken in all other classes. When an individual examination is resorted to, not less than one-tenth of the class will be tested, and the children to recite will be selected alternately by the Inspector and the teacher.

To save labour, teachers of schools with an average attendance below 100 are recommended to group the classes for poetry, so that the same pieces may be learnt by (a) Juniors, I. and II.; (b) by III. and IV. (The Second Class may be grouped with Third and Fourth if more convenient.)

Half-marks will be given for accuracy, half for proper expression; or when the piece admits of good questioning on the subject matter, one-third for accuracy, one-third for expression, and one-third for comprehension.

Geography.

The examination will be collective in all classes.

Large classes will be divided into drafts of about thirty children.

History.

The same plan will be followed as in geography, and the history chart will be used. Classes II. and III. will be examined on the text books mentioned below, and Classes IV. and V. will be examined as per the list printed immediately after these instructions.

The following arrangements have now come into force:—In large schools, where Classes II. and III. are taught separately, the former will be examined on the stories contained in Book I. of Longman's "Ship" Historical Readers, and the latter class in Book II. of the same series. In small schools where these classes are taught together Books I. and II. will be taken in alternate years.

Special and Moral Lessons.

Properly arranged *courses* of manual or science lessons are now required, as well as moral lessons. *Word* lessons will secure no marks. The children are expected to work or experiment. The Inspector may call for the notes of any or all of these lessons.

See also official notice on "Temperance Teaching," in *Gazette* for October, 1893, and Regulation 197, published in *Gazette* for January, 1894.

Under this revised Regulation 197, one-half the marks allotted to these subjects in an examination will be obtainable by complying with Regulations 162 and 179 for Juniors and Classes I. and II. The other half can be gained by giving systematic courses of lessons in certain subjects specified in revised Regulation 197. In order to remove doubts that may possibly exist, the following points should be noted:—

1. Such systematic courses must be given to Classes III., IV., and V., both boys and girls. The whole class is to receive the training, and not a

few individuals only. One lesson per week in addition to the ordinary needlework will suffice for girls.

2. One course need not occupy twelve months ; but when it is finished another must be begun.

3. Different subjects may be taken in different classes, and if necessary, boys and girls may have different courses.

4. The subject of agriculture is considered to be something more than ordinary gardening, or ordinary wheat-sowing. It should consist mainly of experimental work, with the systematic keeping of records and the tabulation of results.

5. Pending the issue of a revised regulation, the Inspectors will accept proper systematic courses of instruction in any of the following :— Practical agriculture, wood-work, metal-work, clay-modelling, plaster work, cardboard-work, book-binding, brush making, basket-work, straw-plaiting, netting, and (for girls only) cooking and fancy needlework.

Needlework.

Junior Division.—No mark : Fold a hem on paper and thread a needle.

Class I.—One mark : In the presence of the Inspector to turn down and hem. Two colours of cotton to be used, and the joining of threads to be shown.

Classes II., III., IV., and V.—One mark for the garment, *which must have been entirely fixed by the child, and have been done only in school hours ; it must also contain, used only in their proper places, all the stitches specified for the class.* Dolls' clothes will not be accepted ; the special object in the course of needlework is to teach children to make clothes for themselves.

The second mark will be given for a specimen done *without the least aid* in the presence of the Inspector.

Every portion of the standard in each class will be tested (if the class is not too small) by giving different work to each child. All work for this mark is to be done in *distinctly coloured* cotton or silk. Webbing with holes to be darned should be at hand.

Some misapprehension having arisen, it is specially to be noted that Class II. and upwards are required by the regulations to be taught how to do both forms of seams, viz., top-sewing and felling, and running and felling.

The Inspector will fix the time for each exercise he gives.

Instructions as to the size of specimens to be prepared for the test examinations in each class will be found below.

Drill.

Full marks cannot be awarded unless *each* class is taught the *whole* of the drill prescribed in the standards. The standards are printed below.

No marks at all will be awarded unless an honest effort has been made to teach the course prescribed.

Drawing.

As with dictation and transcription books and Copybooks, all the books used during the school year are to be shown, and no lessons shown on the timetable may be omitted. Drawings done before the Inspector must not be smaller than those to be done in the books.

When a special book is mentioned the copies from it may in all cases be drawn in the corresponding blank book ; thus, B answers to I.B, G to I.I.A, etc.

It is of course understood that children may finish books now in use before beginning such as are here specified for the first time.

JUNIOR DIVISION.—One mark : To draw on their ruled slates one or more copies taken from the Adelaide Kindergarten Copies.

The use of Kindergarten Copies for the children to draw in is strongly recommended, especially for those who remain a second year in the class. The book "Our Zoo" may be substituted.

Class I.—First mark : To draw on suitably ruled paper in the presence of the Inspector one or more copies from Adelaide Kindergarten Copies,

and I.B or II.B. Kindergarten copies to be drawn on dotted paper, as at right hand side of Drawing Book A. Second mark : To show books (each lesson dated) of Adelaide Drawing Book A, filled with drawings (ruled and freehand) from Kindergarten Copies and either I.B and II.B (all freehand). "Our Zoo" may also be used.

Class II.—First mark : To draw, in the presence of the Inspector, freehand, on *plain* paper ($4\frac{1}{2}$ in. square), a copy from Book II.A, and on a page of the drawing book a copy from Book II.B, and a copy from Book II.C. The Inspector will decide which children shall do II.A, or II.B, or II.C. Second mark : To show Drawing Books II.A, II.B., and II.C., all freehand. Every lesson to be dated.

Class III.—First mark : To draw, in the presence of the Inspector, freehand, on *plain* paper ($4\frac{1}{2}$ in. square), a copy from Book III.A, or (on a page of the book or paper of same size) a copy from III.B, at the option of the Inspector. Second mark : To show Drawing Books III.A and III.B. Every lesson to be dated.

Class IV.—To draw, in the presence of the Inspector, freehand, on *plain* paper, a copy from either Book IV.A or IV.B, at the option of the Inspector. The paper for IV.A copy must be not less than $5\frac{1}{2}$ in. by $4\frac{1}{2}$ in., and for IV.B not less than 7in. square. All drawings are to be tinted, unless the Inspector directs otherwise. Second mark : To show books of—(1) Drawing Book O (scale); (2) Drawing Books IV.A and IV.B. Both these latter books must be tinted. The following mixtures of tints are suitable for Drawing Book IV.A :—Each drawing should be tinted in two or more washes of the same colour, as a monochrome; 1 and 12, lake and chrome; (salmon pink); 2 and 6, Prussian blue and burnt sienna (leave the flower white); 3, 14, 15, burnt sienna, black, and chrome; 4, 8, 16, lake and black; 5, 7, 9, 10, Prussian blue and black; 11, 13, burnt sienna and black (in 13 leave the petals white). These tints are given as suggestions, and are optional. Other tints may be introduced according to the choice of the teacher. These tints will be found suitable also for Book IV.B.

Class V.—First mark : To draw, in the presence of the Inspector, freehand, on *plain* paper ($6\frac{1}{2}$ in. square), a copy from Drawing Book No. 8, and to tint it. Second mark : Drawing Books No. 8, tinted, and V.B, shaded or tinted. Every *lesson* dated. Third mark : Adelaide Drawing Book L. with scale drawings from actual objects, and geometrical drawing. The geometrical part of the work will not be required until further instructions are given. Girls may substitute for scale drawings pattern drawings of garments actually measured before the class. As before, each *lesson* to be dated by the pupil.

In Classes IV. and V. it is required that an average of one lesson in four be devoted to *scale* drawing.

Singing.

Full marks for this subject can only be obtained by correct and tasteful singing in parts, and thorough teaching in the tonic sol-fa method. The meaning and use of the signs must be understood. The children should also be able to sing voluntaries from the modulator and hand signs; to sing on one tone easy time exercises, and to recognise all the tones of the scale by ear.

Singing by ear in one part will only entitle to 40 per cent. of the maximum allowance; singing by ear in two parts to 60 per cent.

The standard for each class will be found printed below; and it will follow that in course of time fewer marks will be awarded for singing by ear.

Promotions.

The right of bringing special considerations to bear in the matter of promotions is freely conceded to teachers, who are requested to be with the Inspector while he is attending to this matter. Of course, it is understood that the teacher has not a right to veto. As a general rule, no children under seven years of age are expected to be promoted from the Junior Division by the Inspector unless the child has been in attendance at school for more than one year; and no child over eight will be allowed

to remain in the Junior Division unless special reason can be given in writing.

COURSE OF INSTRUCTION IN ENGLISH HISTORY.

Classes IV. and V. will be examined on the following subjects, a portion being taken each year: For 1898, House of Tudor, Stuart Period, and House of Hanover; for 1899, from the Roman Invasion to the end of the House of Tudor. Lists of battles are not required, nor are genealogical tables. The only dates expected are indicated in the programme below.

Early Periods.

Roman Invasion (B.C. 55).
Manners and Customs of Ancient Britons. The Druids.
Saxon Invasion (coming of the English).
Introduction of Christianity.
Alfred the Great (A.D. 871) and the Danish Invasion.
Supremacy of the Danes.
Harold's Oath.

Norman Kings.

Norman Conquest (A.D. 1066).
Brief account of Feudal System, Curfew Bell, Domesday Book.
Stephen and Matilda.

Plantagenet Kings.

Henry II. and his French Dominions.
Thomas Becket.
Richard I. and Crusades.
Richard's Captivity.
Prince Arthur's Death.
King John and the Barons.
The Great Charter (A.D. 1215).
Simon de Montfort and the First Parliament.
The First Prince of Wales.
William Wallace.
Robert Bruce and Battle of Bannockburn (A.D. 1314).
Edward III. and the Invasion of France.
The Black Prince.
The Citizens of Calais.

House of Lancaster.

Prince Henry and Judge Gascoigne.
Battle of Agincourt (A.D. 1415).
Story of Joan of Arc.
Origin of the Wars of the Roses.

House of York.

Battle of Bosworth Field (A.D. 1485).
Life of the People in the Middle Ages.

House of Tudor.

Story of the Impostors.
Discovery of America (A.D. 1492).
Henry VIII.'s Quarrel with the Pope.
Divorce of Catherine of Arragon.
Cardinal Wolsey.
The Reformation. (Teachers are requested in dealing with this period to treat the subject exactly as in "Gardiner's Outlines.")
Edward VI.
Queen Mary and the Spanish Marriage.
Mary Queen of Scots.
The Reign of Queen Elizabeth, and Armada (A.D. 1588).

Stuart Period.

Story of Gunpowder Plot.
The Long Parliament and the Civil War.
Cavaliers and Roundheads.
Death of Charles I. (A.D. 1649).
Oliver Cromwell.
War with the Dutch, and Capture of Jamaica.
The Restoration (A.D. 1660).
The Great Plague and Great Fire (A.D. 1666).
The Revolution of 1688.
The Capture of Gibraltar.
Duke of Marlborough and Battle of Blenheim (A.D. 1704).
Life of the People.

House of Hanover.

The Rebellion of 1715.
The Rebellion of 1745.
The Black Hole of Calcutta.
Robert Clive and the Battle of Plassey (A.D. 1757).
General Wolfe and the Capture of Quebec.
War of American Independence.
Declaration of Independence (A.D. 1776).
French Revolution (A.D. 1789).
War with Napoleon.
Battle of the Nile.
Trafalgar and the Death of Nelson (A.D. 1805).
Sir John Moore.
The Retreat from Moscow.
The Battle of Waterloo (A.D. 1815).
Napoleon at St. Helena.
Wilberforce and the Abolition of Slavery.
The People's Charter.
Exhibition of 1851.
The Crimean War (A.D. 1854).
The Indian Mutiny (A.D. 1857).

COURSE OF INSTRUCTION IN DRILL.

THE DEPARTMENT'S DRILL BOOK.

Schools of Classes X., XI., XII., and Provisional Schools.

Junior Division, Boys and Girls.—Part I. : Sec. 2, formation of squad ; sec. 3, position of attention ; sec. 4, standing at ease, 1 and 2 ; sec. 5, dressing with intervals ; sec. 6, turnings by numbers (right, left, and about) ; sec. 7, saluting to the front and the side ; sec. 8, extension motions, practices 1 and 2 ; sec. 11, position in marching ; sec. 13, the quick march ; sec. 14, the halt ; sec. 17, marking time ; sec. 30, marching in file ; sec. 31 wheeling in file.

Part III. : Sec. 1, arm stretching ; sec. 2, arm swinging.

Class I., *Boys and Girls.*—All the movements prescribed for the Junior Division, and in addition—Part I. : Sec. 6, half-turns ; sec. 8, extension motions, practice III.

Part III. : Sec. 3, foot raising ; sec. 4, leg stretching ; sec. 5, leg swinging (boys only) ; sec. 6, knee bending (boys only).

Classes II., III., IV., *Boys and Girls.*—All the movements prescribed for Junior Division and Class I., and in addition—Part I. : Sec. 12, balance step ; sec. 19, changing step ; sec. 25, turnings, judging the time ; sec. 45, dismissing a squad.

Part III. : Sec. 7, lunging (boys only) ; sec. 8, trunk twisting ; sec. 9, trunk bending ; sec. 10, trunk twisting and bending combined.

Schools of Classes VIII. and IX.

Junior Division and Class I., Boys and Girls.—Same course as prescribed for these classes in schools of Class X., and lower.

Classes II., III., IV., Boys and Girls.—All the movements prescribed for schools of Class X. and lower, and in addition the following:—Part I. : sec. 15, stepping out ; sec. 16, stepping short ; sec. 18, stepping back ; sec. 20, double march (boys only) ; sec. 21, the side step ; sec. 22, turning when on the march ; sec. 23, forming squad in single rank ; sec. 24, dressing ; sec. 26, marching ; sec. 33, the side step.

Part III. : The whole, as previously detailed.

Schools of Classes VII. and upwards.

Junior Division and Class I., Boys and Girls.—Same course as prescribed for these classes in schools of Class X. and lower.

Class II., Boys and Girls.—Same course as prescribed for Class II in schools of Classes VIII. and IX.

Classes III., IV., V., Boys.—The whole of Part I., the whole of Part III., and, in schools where rifles are supplied, the manual and firing exercises and the movements of Part I. done with rifles.

Note.—Part IV. may be used with advantage for boys.

Girls.—The whole of Part IV. (pole drill), the whole of Part I., *with the exception of* secs. 27 and 40, the diagonal march ; secs. 28 and 41, changing front ; secs. 29 and 41, changing direction ; sec. 32, forming squad on the march ; sec. 38, taking open order ; sec. 42, formation of fours ; sec. 43, fours, wheeling and forming squad ; sec. 44, breaking off files.

*COURSE OF INSTRUCTION IN SINGING.**Infant and Junior Divisions.*

1. To sing from the Examiner's or Teacher's pointing on the modulator the tones **d, m, s**, and their replicates in any easy order.
2. To know the manual signs for **d, m, s**, and to be trained to sing from them.
3. To sing sweetly, without harshness or straining, easy school and action songs. At least three songs to be prepared.

First Class.

1. To sing from the Examiner's or Teacher's pointing on the modulator in any key, the key, tone, and chord being given, the tones of the *doh* chord in any order, and the other tones of the scale in stepwise succession.

Examples—

Key C or D—

(1.) **d s m d m r d s l t d' d' s s f m r d**

Key F or G—

(2.) **d m d s₁ l₁ t₁ d m s f m r d t₁ d m s s₁ d**

2. To know the manual signs for all the tones of the scale, and to practise voluntaries from the same. To be instructed in the mental effects of the tones (the firm tone *doh*, the grand tone *soh*, the calm, sweet *me*, &c.).

3. To be able to sing time tests in either two or four pulse measure, including one-pulse tones *taa* and continued pulses (*aa*). These exercises are to be sung on one tone to *laa*, but may be *taa-taid* first.

Example—

$\left| 1 : 1 | 1 : - \right| 1 : - | 1 : 1 | 1 : - | - : 1 ||$

4. To imitate a simple phrase of four tones, using the syllable *laa*, after hearing it played or sung twice.

Examples—

d m r d m s f m s d¹ t d¹

5. To sing in unison in good time and tune, and sweetly, a school song. At least five tunes to be learnt.

Second Class.

1. To sol-fa from the examiner's or teacher's pointing on the modulator simple passages on the central scale only.

2. To do similar exercises from the manual signs.

3. To be able to describe the mental effects of the seven tones of the scale.

4. To be able to sol-fa at sight simple passages containing the strong tones (**d m s**), and the other tones in step-wise succession.

Examples—

Key C or D—

(1.) **d d m r d m s l s f m s l s l t d¹**

Key F or G—

(2.) **s m s d r m f m d t₁ l₁ s₁ d m s f m r d**

5. To sing on one syllable to *laa* an exercise in two-pulse or four-pulse measure, containing one pulse notes (*taa*), continued pulses (*aa*), half-pulse notes (*taa*, *taⁱ*), and whole pulse rests (*saa*), on the weak pulses of the measure.

Examples—

(1.) | 1 : 1 | 1 : — | 1 : 1 1 | 1 : — | 1 . 1 : 1 . 1 | 1 : ||

(2.) | 1 : | 1 : 1 1 | 1 : — | 1 . 1 : 1 . 1 | 1 . — | 1 : — ||

6. To know the above time-names, and the manual signs for the same and to sing exercises from the latter.

7. To imitate simple phrases sung or played by the examiner, after hearing the strong tones.

Examples :—

m s i m r m f m l t d¹ t

8. To name which tone is **d**, **m**, or **s** in an exercise like the following :—
d m s d¹, d m s d s m s d, d¹ s m a¹.

9. To sing expressively and in good time and tune, and with pure unforced tone, a school song in one or two parts, or a round. At least five of these to be learnt.

Third Class.

1. Modulator test : Same as for Second Class, with the addition of *fe* and *ta* in step-wise succession used thus—

s f e s d¹ t a l

2. Manual sign tune test : Same as for Second Class.

3. Sight singing test : Same as for Second Class.

4. Mental effect of tones - Same as for Second Class.

5. Time test : Same as for Second Class, with the addition of the continued half-pulse (*aa ai*) and its manual sign, and easy exercises in three-pulse measure.

Examples :—

(1.) | 1 : -. 1 | 1 : 1 | 1 : 1 | 1 : — | 1 : -. 1 | 1 : 1 | 1 : 1 | 1 : — ||

(2.) | 1 : -. 1 | 1 : -. 1 | 1 . 1 : 1 | 1 . 1 : 1 | 1 : — | — : ||

6. Ear test : To be able to name, after the strong tones have been sung, three tones in step-wise succession, sung by the examiner or teacher.

Examples :—

m r d l t d¹ f m r s l t

7. Song test : To sing in good time and tune, with appropriate expression and sweetly, without straining or harshness, a school song, in unison or two parts. Rounds should also be practised. At least five pieces should be learnt and remembered.

Fourth and Fifth Classes.

1. Modulator test : To sing from the Examiner's or Teacher's pointing on the modulator ordinary passages in the central scale with easy transitions (on the letter method) to the first sharp and first flat keys.

2. Manual signs for tones as for the Third Class and manual signs for the easier times named, e.g., *taa, aa, saa, taa-tai, aa-tai, tafatefe, tatefe, tafatai, taafe*.

3. Sight singing : To sing at sight to *laa*, after sol-fa-ing not more than three times an exercise of equal difficulty to an ordinary hymn tune, containing neither changes of key nor any note less than a full pulse.

4. Mental effects of the seven tones and of *fe, ta, and se*.

5. Time tests : The same as for the Third Class with the addition of quarter-pulse forms (*ta fa te fe, ta fa tai, taa te fe, taa fe*).

6. Ear test : Same as for Third Class.

7. Song test : To be able to sing with expression, in pure voice, and in correct time and tune, school songs, part songs, and glees in three parts, and rounds in three or more parts.

8. To know the meaning of the ordinary musical terms (*piano, forte, mezzo, allegro, moderato, &c.*).

9. It is suggested that during the latter part of the year these upper classes be shown the relationship between the staff notation and tonic sol-fa, and be shown how to interpret the former by the latter.

The singing by the tonic sol-fa method in the city and suburban schools, and in very many of our country schools, is very satisfactory, but as the method is scarcely used outside of our schools, it is most important that the old notation should be understood by the upper scholars, and that they should be able to graft their tonic sol-fa knowledge upon the commonly used staff before they join musical societies or choirs. Almost without exception the old notation as used for singing or instruments is taught on the fixed *Doh* or letter method (A B C D E F), and all our tonic sol-fa training is ignored by professional musicians.

If the children have been properly grounded in tonic sol-fa they can be taught the staff and sing easy tunes from it with facility in any key.

NEEDLEWORK.

The following are the minimum sizes of specimens to be prepared for the test examinations in each class :—

Class I.—Hemming showing joining of threads.

Specimen : Six inches way of the calico by 2in. selvedge way.

Class II.—(a) Running and felling, one-half class ; (b) oversewing and felling, one-half class.

Specimens : Five inches selvedge way of calico by 2in.; (a) show joining of threads in hemming ; (b) show joining of threads in over-sewing.

Class III.—(a) Gathering and stroking with about 1in. of stitching at side.

Specimens : Five inches way of calico by 3in. selvedge way.

(Note.—Gathering must be the way of the calico and should be about 4in. from edge). (b) Darning.—A piece of cheesecloth 3in. square. (Note.—Darns to be crossed). (c) Running and felling ; (d) Oversewing and felling. Specimens : See Class II.

Specimens may be prepared in the following proportion :—(a) Three-eighths of class ; (b) three-eighths of class ; (c) one-eighth ; and (d) one-eighth.

Class IV.—(a) Gathering, stroking, setting on band.

Specimens : Seven inches way of calico by 4in. selvedge way. A narrow

hem should be tacked selvedge way ; band $3\frac{1}{2}$ in. square ; selvedge way of band to be set on gathers, and ends of band to be seamed. (b) Darning—Piece of webbing 3 in. square ; hole to be cut before darn is begun ; (c) buttonhole, button, and tape.

Specimens : Six inches way of calico by 3 in. selvedge way. To be evenly folded and tacked round the edge. Buttonholes to be cut selvedge way. An equal number to do (a), (b), and (c).

Class V.—(a) Gathering, stroking, setting on band, and making buttonhole on band.

Specimen : See Class IV. (a). (b) Darning—See Class IV. (b) ; socks or stockings preferred to webbing in this class ; (c) Calico patch.

Specimen : Five inches square ; patch, 3 in. square ; selvedge way to be fixed parallel to selvedge way.

(d) Flannel patch—As for calico patch. An equal number to do (a) (b) (c) and (d).

Note.—Any children may be called upon to do coral or feather stitching in Class V.

APPENDIX C.

THE TRAINING COLLEGE OF THE UNIVERSITY OF
ADELAIDE.*

In 1898 the University of Adelaide made an offer to the Government to take over the whole training of the teachers in the colony free of cost to the State. A modified form of the scheme proposed by the University is now in operation.

The original scheme was simply this. The University, having first received a large bequest, and being, therefore, according to the statutes made at its foundation, about to enter upon the annual receipt of a Government subsidy calculated at 5 per cent. on the new bequest, was anxious to apply its new opportunities in the way most favourable to the State. The facilities for the training of teachers at that time were meagre compared to those existing in England or on the Continent. The pupil-teachers after their four years' engagement as such spent one year in the Training College in Adelaide; but half of that year was spent in teaching in an attached school of which they practically formed part of the necessary staff. The University offered to give them two years' instruction at the University, without fees for lectures or examinations. The Government was to provide an annual grant (about £30) to each student for maintenance. The University would also give or provide all the necessary instruction in drawing, singing, agriculture, etc., etc., that might be asked for by the Government.

This scheme was not accepted as it stood, but the Government put forward a modification, which the University has adopted in place of its own.

Under this scheme the training of the teachers is divided into three periods of two years' each.

In the first period of two years the pupil-teacher, set apart as such, and having entered into an agreement with the Government, is sent to a pupil-teachers' school in Adelaide. The young teacher does no teaching during this period, but is simply a student.

The students will test themselves in each of the two years by the University local examinations; but it is not intended that the passing of these should be compulsory, at any rate for the present, because the standard the students can attain is not likely to be for a time very high. As the scheme grows in its effect on the staff of the Education Department, it is expected that the standard of the children at the school will rise, partly because the teachers will be stronger, partly because the educational opportunities will induce a better class of children to offer themselves as pupil-teachers.

During the second two years, the students having left the pupil-teachers' school, enter upon a course of practical work in the State schools. Whilst they teach there they will be expected to attend one or two of the University classes and keep themselves from forgetting what they have learnt. Their whole time will not be spent in teaching, but some leisure is to be allowed them for private work.

The third period of two years is to be spent at the University. During term time they are to have no teaching at all to do. During the University long vacation the Department intend to give them practice in some of the schools, using them to some extent no doubt to relieve the regular staff.

The University charges no fees for lectures or examinations to the students throughout the six years' course; this applies to laboratory work as well as to lectures. Also teachers already at work in the schools (in fact, all teachers in the Department) are to have the same privilege, provided

* (*This Appendix is based on information kindly forwarded by Mr. C. L. Whitham in March, 1900.*)

their request for exemption is passed by the "Board of Education,"* and provided there is room in the laboratories.

All maintenance is provided by the Government. They also appoint an officer called the "Superintendent of Students in Training," who is expected to act as a tutor to the students, coaching them, and watching their studies. In fact, the students and their superintendent will be something like a college in the University. The Education Department will take his advice, no doubt, in allotting the students to the various schools after they have completed their course.

It is not expected, indeed it is practically impossible, that the student at the end of the six years' course should have attained a degree. He or she will, it is hoped, be a good way on towards doing so, so that the rest may be done in the course of time by private study or occasional attendance at lectures as chances offer. But the degree is not, of course, the object aimed at. The old difficulty was that teachers who came up from the State schools saw no one and met no one but one another during the year they were at the training college, and then went back to the schools. They had a narrow road, or rather a road from which little was to be seen. It is hoped that now they will greatly benefit by their two years' study, free from the trouble of teaching, and by their contact with the University staff. The University offers salaries averaging £600 to £800 a year to induce good men to come out from England; they ought to be such as it would greatly benefit the State school teacher to come into contact with. And if the University succeeds in widening the horizon of the State school teacher, in raising and strengthening his tone, she could not have set her hand to a nobler piece of work, or one more befitting her position as the centre of the intellectual life of the Colony.

The Government have backed up the University offer in the most generous way. Students used to have one year's training; six months of this practical, and six months of "liberal education." It was proposed to take them to the University, give them six months' practice as before, but one and a-half years' education. But the new scheme provides that for four out of the six years there shall be little or no practical work for the student.

Perhaps this is too much. In fact there are many points of the scheme which may need amendment—many opportunities of going wrong. But the temper of those who are to work it is such that as far as possible these opportunities of error will be avoided.

As a body the teachers in the Colony are enthusiastic over the scheme, even though they are themselves too old to profit by it. Many of them are making up their minds without a grumble to work doubly hard—and they are very hard worked already—so as to tide over the time when the supply of assistants will be shortened by the initiation of the scheme.

The facilities for the training of teachers which are acquired by the University through this co-operation with the Government will be employed also in the training of secondary school teachers. In their case there will be no remission of fees. The remission is offered to the primary school teachers because the University is indebted to the Government for a subsidy, which has just been largely increased. The Education Department has promised to give those of the students who are training to be teachers in secondary schools opportunities for practice and instruction in the State schools.

From the revised regulations here subjoined it will be seen that the old pupil-teacher system has been practically abolished:—

1.—Conditions of Appointment.

Candidates for pupil-teachership must comply with the following conditions:—

- A. They must have been previously registered in the office;

* This is a committee advising the University Council on all matters relating to the training of teachers. It consists of the three chief Inspectors under the Education Department and some members appointed by the University Council.

- B. They must have satisfied the district inspector as to their power of controlling, and their aptitude for teaching ;
- C. They must pass the examination for entrance to the Pupil Teachers' School ;
- D. They must have reached the full age of 14 years before the first day of January of the year in which they enter the Pupil Teachers' School ;
- E. They must produce a medical certificate that they are of good health and physically fitted for the work of teaching, and such certificate must be on the authorised form.

After complying with these conditions they will be admitted to the Pupil Teachers' School on probation, and if after probation they shall be considered worthy of training, they shall enter into the agreement in the form specified, and be appointed pupil-teachers, and receive free instruction for two years.

Monitors, paid or unpaid, may be registered as candidates for pupil-teachership.

2.—*Classification.*

Pupil-teachers will be classified in four grades. Each pupil-teacher will, on appointment, be placed in the first (lowest) or second grade, according as the period of service is to be four years or three years. Promotion from a lower to a higher grade will be gained by good conduct and satisfactory work.

The appointments of pupil-teachers will date from the first of January. The full term of service as pupil-teacher will be four years ; the first and second years being spent in the Pupil Teachers' School, and the third and fourth years in actual teaching in their own schools.

UNIVERSITY TRAINING COLLEGE.

The ordinary period of training will be two years, but students who show special promise may be allowed the opportunity of further study.

An allowance for maintenance will be paid during the period of training, at the rate of £30 per annum ; but this allowance may be increased to £80 per annum in the case of married men, or to not more than £50 per annum if it shall be shown to the satisfaction of the Minister that it is necessary for an unmarried student to live away from home, or that family circumstances or the cost of travelling justify an increase in the allowance.

For purposes of Departmental discipline and control students will be, while in the Training College at Adelaide University, under the personal supervision of an officer of the Department who bears the title of "Superintendent of the University Training College Students."

Under the new scheme, young persons who have been tried, selected, and who have passed an entrance examination, will attend a Pupil Teachers' School, which has been established in the old Training College, for two years' instruction, without doing any teaching at all. During the third and fourth years of their apprenticeship they will return to their own schools for practical training in the art of teaching, prior to their entering into the University Training College.

To sum up, the scheme provides a period of training for the office of teacher extending over six years, in three stages of two years each. In the first two years the boys and girls who are selected will receive instruction in higher-primary and secondary education under the supervision of the Department. They will be required to take the public examinations of the University, and it is intended that there shall, as soon as possible, be a rule that no boy or girl shall pass out of this stage who has not passed the Senior Public Examination. The second two years are spent in teaching, facilities being also offered for attendance at the University. It is hoped that during these years the students will have done the equivalent of one year's work at the University, qualifying for a degree in Arts or Science. The third two years are entirely devoted to study at the University, and at the end of this period the students are expected to take a degree. No fees of any kind—for lectures, laboratory work, examinations, or degrees—will be charged by the University.

Special attention was officially called to the following points by the University :—

1. *Degrees in Education.*—This does not mean that a new form of degree is to be instituted, but that the principles and history of education shall be added to the University curriculum, and a diploma in education established. Such a diploma would be granted to those who (a) have taken a degree in Arts or Science, (b) have passed an examination in the principles and practice of education, and (c) have spent a specified period under adequate supervision and instruction in a recognised school. When a wider variety of studies and a greater option have been made available for students in Arts by an extension of the curriculum, the subject of education will in all probability be included.

2. *In the second period of two years* (viz., when the youths are pupil-teachers) they should not be required to teach all day and then asked to come to the University in the evening, as they would thus have little time for study, even if they had the energy. It was therefore arranged that they might get away in the day-time, and be relieved from work in school to the extent of, say, six hours a week.

3. *The third two years* of the course being optional, a marked distinction must be drawn in the classification of teachers between those who pursue their studies during these years and those who decline to do so. Such classification would, of course, affect no one who has been in the service of the Department before the institution of this scheme.

The effect of the whole scheme will be, according to one of the best authorities, to bring the full educational resources of the Colony within the reach of every child through the teachers of the State schools. In the not distant future it will prove itself to have been one of the most momentous measures ever taken for the advancement of education in Australia.

APPENDIX D.

COST OF EDUCATION IN SOUTH AUSTRALIA.—1898-9.

(Extract from a Return to Order of House of Assembly, Sept. 13, 1899.)

Total cost during the year ending June 30th, 1899 :—

(a) Primary - - - - -	£144,111	13	9
Secondary - - - - -	2,886	9	8

 £146,998 3 5

(Exclusive of all expenditure on buildings, improvements, repairs, etc.)

(b.) Interest computed on amount spent on buildings, improvements, land, etc. - - - - -	£23,101	2	10
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(c.) Amount paid in fees and other sources of income :

Fees, sale of books, rent, schoolhouses, and sundries -	£5,412	10	6
Rent of land - - - - -	6,470	17	4

 £11,883 7 10

(d.) Amount paid for school books, etc.-	£4,542	1	5
Revenue received for goods sold -	3,663	12	0

 Apparent loss - - - £878 9 5

(Note.—There is no real loss on school books in any year. The difference is represented by a larger stock of paper and other material on hand.)

(e.) Amount spent on buildings and charged as repairs and additions to public buildings - - - -	£5,031	10	6
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(f.) Cost per child educated, and also per child in average attendance since 1888—

	Cost per child educated.		Cost per child in average attendance.
1888 - - -	£2 10 3	- - -	£4 0 3
1889 - - -	2 12 0 $\frac{1}{4}$	- - -	4 2 2
1890 - - -	2 11 10	- - -	4 4 3
1891 - - -	2 10 8 $\frac{3}{4}$	- - -	4 0 2
1892 - - -	2 7 1	- - -	3 11 1
1893 - - -	2 5 3	- - -	3 14 10
1894 - - -	2 3 0 $\frac{1}{4}$	- - -	3 5 2 $\frac{3}{4}$
1895 - - -	2 3 7 $\frac{1}{4}$	- - -	3 5 5
1896 - - -	2 3 10	- - -	3 4 11
1897 - - -	2 4 4 $\frac{3}{4}$	- - -	3 4 10 $\frac{1}{4}$
1898 - - -	2 4 6 $\frac{1}{4}$	- - -	3 10 0 $\frac{1}{4}$

Cost per child educated during 1898 in all schools with an average attendance of 200 and upwards throughout the Colony, £2 2s. 2d.

Cost per child educated during 1898 in all schools below 200, £3 18s. 10 $\frac{3}{4}$ d.

In the city schools only the cost per child in average attendance is £2 3s. 9d., excluding Grote Street, where the circumstances are special.

In country schools of the smallest size the cost is £5 or £6 per child.

From revenue, £152,029 13s. 11d. From loan, £12,000 15s. 10d.

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